

IMPLEMENTATION GUIDE  
FOR THE  
KENTUCKY TEACHER INTERNSHIP PROGRAM  
(KTIP)



2010 - 2011



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## **INTRODUCTION**

Since 1985, the ***Kentucky Teacher Internship Program (KTIP)*** has made significant contributions to the quality of teaching in Kentucky's classrooms. Recognizing the importance of providing support to new teachers, Kentucky has a long history of facilitating the induction of new professionals and establishing a culture of continuous growth for the profession.

In 1993, Kentucky's Education Professional Standards Board (EPSB) adopted the New Teacher Standards (now the revised Kentucky Teacher Standards) defining what beginning teachers are expected to know and do. Subsequently, the EPSB redesigned KTIP ensuring the standards used enabled seamless transition from teacher preparation through induction. Increased emphasis were given to helping new teachers move through a process of professional growth designed to enhance their ability to reflect on and analyze their teaching and to make the curricular and instructional adjustments necessary for ensuring maximum student learning.

The Kentucky Teacher Internship Program (KTIP) is an evolving program. Effective January 2008, all interns were evaluated using the KTIP Teacher Performance Assessment (TPA), developed in 2006. Collecting evidence and reflection selected by the intern that demonstrates the new teacher's analysis of student learning and adherence to the Kentucky Teacher Standards indicates a successful TPA.

The KTIP is a one-year internship program required of all new teachers and out-of-state teachers with less than two years of successful teaching experience who are seeking initial certification in Kentucky. Upon successful completion, the intern receives credit for one (1) year experience and retirement. The intern receives full benefits during the internship.

As cited in KRS 156.160, all Kentucky schools must meet performance standards or be accredited by a regional or national accrediting association. All teacher internships are to transpire in this environment, whether public or nonpublic schools. At-home services are not suitable for internships and not condoned by the EPSB.

**Note: Although successful completion of the internship certifies the intern to teach in Kentucky schools, it does not guarantee employment.**

The agency that directs the Kentucky Teacher Internship Program is:

The Education Professional Standards Board  
Division of Professional Learning and Assessment

100 Airport Road, 3<sup>rd</sup> Floor

Frankfort, Kentucky 40601

<http://www.epsb.ky.gov/>

Phone: 502-564-4606 or Toll Free at 888-598-7667

Fax: 502-564-9484

Contacts for the Kentucky Teacher Internship Program are:

Teresa Moore, email address: [Teresam.Moore@ky.gov](mailto:Teresam.Moore@ky.gov)

Sharon Salsman, email address: [Sharon.Salsman@ky.gov](mailto:Sharon.Salsman@ky.gov)

Sherri Henley, email address: [Sherri.Henley@ky.gov](mailto:Sherri.Henley@ky.gov)

**STATUTES AND REGULATIONS**

There are six statutes and four administrative regulations that govern the Kentucky Teacher Internship Program, as follows:

**Kentucky Revised Statutes:**

KRS 161.100 Emergency certificates.....Appendix A

KRS 161.020 Certificates required of school employees.....Appendix B

KRS 161.028 Educational Professional Standards Board.....Appendix C

KRS 161.030 Certification Authority.....Appendix D  
(KRS 161.030 is the enabling legislation for KTIP)

KRS 161.048 Alternative certification program.....Appendix E

KRS 161.1221 Out-of-field teaching.....Appendix F

**Kentucky Administrative Regulations**

16 KAR 7:010 Kentucky Teacher Internship Program.....Appendix G  
(This administrative regulation provides program details that further clarify KRS 161.030)

16 KAR 2:040 Interdisciplinary Early Childhood Education, birth to primary...  
.....Appendix H

16 KAR 2:010 Kentucky teaching certificate.....Appendix I

16 KAR 2:140 Probationary certificate for teachers of children, birth to primary  
.....Appendix J

### **PURPOSE AND PROCEDURES FOR ENROLLING IN KTIP**

Unless a person is participating in an alternative certification program, a prospective teacher intern shall receive a ***Statement of Eligibility (SOE)*** from the Division of Certification and present it to the employing school district, accredited non-public school, or area technology center in order to become an intern in KTIP. Upon receipt of the SOE, the KTIP district coordinator will complete and submit the ***Confirmation of Employment (COE)***, in electronic form or in hard copy if the electronic submission system is unavailable.

In cases where higher education students are enrolled in an alternative certification program, the prospective teacher intern shall receive a Temporary Provisional Certificate (TP) issued by the Division of Certification upon notification by the university. The college or university offering the program shall send a letter to the employing school district, accredited non-public school, or area technology center stating that the prospective teacher intern has completed all courses required by the college or university to participate in KTIP and that the prospective teacher intern has successfully completed all assessments required by EPSB. Upon receipt of this letter, which acts in place of an SOE, the KTIP district coordinator will complete and submit an electronic COE.

#### **Purpose of the SOE or letter from the college or university**

The purpose of the SOE or letter from the college or university is to serve as evidence that the holder is eligible for teacher certification with the rank and in the subject area/grade level indicated on the Statement or TP.

The SOE is **not** a teaching certificate and **does not certify the intern for any assignment in a Kentucky school.**

It is the responsibility of the school district, accredited non-public school, or area technology center to make sure the prospective teacher intern has a valid SOE from the Division of Certification in the content area and grade level for which he/she is hired. OR, for prospective teacher interns in alternative certification programs, a letter from the college or university and a TP. If the district does not have a SOE when the prospective teacher intern is hired, or the prospective teacher intern does not hold a TP, the district shall complete a TC-4F application to request an Emergency Certificate. A TC-4F application is available from the online forms library located in Kentucky Education Certification Inquiry (KECI) at the following link: <https://wd.kyepsb.net/EPSB.WebApps/KECI/Admin/DisplayAppPDF.aspx>. A Beginning Teacher Committee shall not be assigned to a prospective teacher

intern unless the school district receives a valid SOE/COE OR a letter from the college or university with a copy of the intern's TP.

An intern may participate in an internship if the intern is teaching at least on a half-time basis. "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

### **Purpose of Confirmation of Employment (COE)**

The COE not only confirms employment, but also enables the employer to enroll the prospective teacher intern in KTIP.

The COE is located on the reverse side of the SOE and is a great source of information for the KTIP district coordinator. Until the COE is electronically submitted by the district coordinator and approved by EPSB staff, a prospective teacher intern will not participate in KTIP.

### **Procedures for Teachers to Obtain a Statement of Eligibility or Confirmation of Employment**

1. The university/college ensures the prospective teacher intern has completed all the required course work and appropriate assessments.
2. The prospective teacher intern and the university complete the [TC-1](#) application and forward the application along with the official transcripts (including the PRAXIS scores) to: Division of Certification, Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.
3. Once Certification Consultants have processed the files, the Statement of Eligibility/Confirmation of Employment (SOE/COE) is mailed to the prospective teacher intern.

### **Procedures for Submitting Confirmations of Employment**

1. Upon employment by a school, the prospective teacher intern submits the COE to the employer. The COE is located on the reverse side of the SOE.
2. The KTIP district coordinator submits the COE using the online application (intern management system [IMS]) and completes the hard copy, containing all signatures, for district files.
3. The school establishes the Beginning Teacher Committee as required in KRS 161.030 and 16 KAR 7:010.

The electronic COEs for prospective teacher interns shall be submitted to the Division of Professional Learning and Assessment within thirty (30) days from date of hire or on or before October 15, whichever occurs first, for full-year or

fall semester interns. For spring semester interns, the COEs shall be submitted within thirty (30) days from date of hire or on or before February 15, whichever occurs first. The COE for each intern must be accurate and complete before electronic submission to the Division of Professional Learning and Assessment.

**ALL** changes to the intern's COE must be submitted immediately **in writing** via email or regular mail to the Division of Professional Learning and Assessment. This includes changes of committee assignments for the resource teacher (include last four digits of the Social Security number) or principal (name only), LEAD content assignments, and any other changes on the COE.

### **Steps for the KTIP District Coordinator to Process Confirmations of Employment**

NOTE: COEs are due:

- ◆ Within thirty (30) days from date of hire or before October 15, whichever occurs first, for full-year or fall semester interns
  - ◆ Within thirty (30) days from date of hire or before February 15, whichever occurs first, for spring semester interns
1. The intern who is hired by a school district, accredited non-public school, or area technology center holds a valid SOE or TP for the subject or content area and grade level he/she will be teaching.
  2. All committee members have been assigned. Contact the KTIP university coordinator for the assignment of the teacher educator.
  3. All committee members have been trained in KTIP Teacher Performance Assessment (TPA). Contact the KTIP university coordinator for availability of KTIP TPA training dates and registration information.
  4. The KTIP district coordinator has completed the electronic COE and submitted it to the Division of Professional Learning and Assessment for review and approval.

NOTE: After the Division of Professional Learning and Assessment has approved the COE, the Division of Certification will issue a one-year Provisional Internship Certificate to the intern.

### **KTIP UNIVERSITY COORDINATORS**

#### **NAME AND ADDRESS**

#### **SCHOOL CODE/TELEPHONE/FAX**

Dr. Billy Thames Eastern Kentucky University College of Education, Combs 417 Richmond, KY 40475-3102	1200 Phone: 859-622-6180 Fax: 859-622-6526 <a href="mailto:william.thames@eku.edu">william.thames@eku.edu</a> Assistant: Danielle Armstrong <a href="mailto:danielle.armstrong@eku.edu">danielle.armstrong@eku.edu</a>
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## **BEGINNING TEACHER COMMITTEE ROLES & RESPONSIBILITIES**

Interns shall be assigned a Beginning Teacher Committee. The committee will consist of the principal (PR), a resource teacher (RT), and a teacher educator (TE).

All Beginning Teacher Committee members shall complete current KTIP TPA training prior to serving on a Beginning Teacher Committee. KTIP TPA training is also recommended for the KTIP district coordinator as it promotes a better understanding of the internship program and prepares the coordinator to address questions and concerns regarding KTIP within the district or nonpublic school.

The Beginning Teacher Committee training may be approved for up to 12 hours of professional development credit toward the continuing education requirements for resource teachers and Effective Instructional Leadership Act (EILA) credit for administrators.

### **KTIP University Coordinator**

The KTIP university coordinators manage the matching and assignment of teacher educators (TEs) to Beginning Teacher Committees. The responsibilities of the KTIP university coordinators include the following:

- Assigning teacher educators.
- Coordinating and providing face-to-face KTIP TPA training for teacher educators, principals, and resource teachers who will serve on Beginning Teacher Committees.
- Ensuring that school districts, accredited non-public schools, or area technology centers employing interns in an alternative certification program receive a university letter stating the prospective teacher interns have completed the appropriate coursework and are ready to begin their internships.

### **KTIP District Coordinator**

The KTIP district coordinator is the primary contact person for school personnel regarding matters associated with KTIP. The KTIP district coordinator's responsibilities include the following:

#### Training

- Ensure KTIP TPA training for building principals and resource teachers.

- Inform KTIP university coordinator of the number of intern packets and teacher educators needed for Beginning Teacher Committees and distribute intern packets to principals.
- Request teacher educator assignments only for those interns who have a valid SOE or TP.
- Provide information to interns, principals, resource teachers, and district staff by communicating EPSB policies as well as KTIP procedures and deadlines.
- Communicate the appeal process for interns and provide documentation requirements for committee members.

#### Recruiting/Assignments

- Recruit resource teachers to promote an adequate pool within each content area and grade level in each school.
- Assist principals in the assignment of resource teachers in the event of resource teacher shortages.

#### Collaborating

- Notify the KTIP university coordinator of district KTIP TPA training needs.
- Direct questions and concerns regarding KTIP TPA training, materials, and teacher educator assignments to the KTIP university coordinator.
- Direct questions concerning KTIP administrative policies and procedures to the Division of Professional Learning and Assessment.

#### Submitting Forms to EPSB:

**ALL** forms required for KTIP shall be **submitted electronically** in the Intern Management System (IMS), except the Intern Performance Record (IPR). The following tasks shall be completed for each intern:

- Submission of the Confirmation of Employment (COE);
- Review and submission of the Resource Teacher Time Sheet (RTT);
- Submission of the Interim Report (if appropriate);
- Review and submission of the completed Record of Teacher Internship Year (RTIY);
- Inform the successful intern that he/she shall apply for a Professional Certificate by submitting a payment of \$35.00 through ePay or by sending a certified check or money order payable to: Kentucky State Treasurer c/o Division of Certification. Payments should be sent to the address in the Introduction Section of this Guide. If the intern had a TP, a TC-1 application shall be submitted along with the \$35 fee.

- Mail all unsuccessful interns' original KTIP documents, including the intern's videotape/DVD, if produced, a school calendar, and the intern's teacher tasks from the Teacher Performance Assessment to the Division of Professional Learning and Assessment at the address in the Introduction Section of this Guide.

### **KTIP Principal**

The chair of the Beginning Teacher Committee is the principal of the school in which the intern is employed. The responsibilities of the principal are to:

- Serve as the chair of the Beginning Teacher Committee.
- Ensure all program policies and procedures are followed correctly.
- Create and enter information in the online Record of Teacher Internship Year (RTIY).
- Sign all Cycle Reports electronically on the RTIY.
- Submit the electronic RTIY to the KTIP district coordinator.
- Review, sign, and submit the electronic Resource Teacher Time Sheet (RTT) to the KTIP district coordinator.
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

The chair of a Beginning Teacher Committee in a **preschool** that is not assigned a principal shall be filled by a person holding principal credentials. This person may be the head leader or director of the preschool. This chair shall also participate in KTIP Interdisciplinary Early Childhood Education (IECE) training if working with IECE interns.

The chair of a Beginning Teacher Committee in a **private school** that is not assigned a principal shall be filled by the head leader of the school regardless of the head leader's credentials.

If a **public alternative school** is not assigned a certified principal, then new teacher internship programs cannot be conducted in the school.

### **KTIP Resource Teacher**

The KTIP resource teacher (RT), the person who works most closely with the teacher intern, serves as the primary guide in the intern's growth process. The resource teacher shall have the following qualifications:

- Completion of at least 4 years of successful teaching experience as confirmed by his or her immediate supervisor or by having achieved tenure; and
- Master's Degree or its equivalent; or, the accumulation of 2,000 hours of continuing professional activities.

In addition to satisfying these qualifications, a resource teacher shall have the most current KTIP TPA training and materials.

As KRS 161.030 implies an RT on a beginning teacher committee shall be a practicing teacher with an assigned student population in a classroom. In addition to classroom teachers, this includes any teachers who meet the above qualifications and are serving as a full-time substitute teacher or a full-time content or grade level RT for a particular school. If all the above qualifications are met and they are employed on a daily wage threshold, retired teachers may serve as RTs. Note: Information regarding any effect on retirement benefits shall be sought from the KTRS.

In assigning an RT, priority shall be given to RTs in the following order (except when assigning an RT to an intern pursuing initial certification as a baccalaureate level teacher of exceptional children/communication):

1. Teachers with the same certification in the same school;
2. Teachers with the same certification in the same district;
3. Teachers in the same school;
4. Teachers in the same district; and,
5. Teachers in an adjacent school district.

The RT for an individual pursuing initial certification as a baccalaureate level teacher of exceptional children/communication disorders shall be a master's level teacher of exceptional children/communication disorders, if one is available. If a master's level teacher of exceptional children/communication disorders is not available, the EPSB may allow a licensed speech-language pathologist to serve on the Beginning Teacher Committee in lieu of a resource teacher.

As in the past, if the RT has been trained to serve on a Beginning Teacher Committee, he/she may begin mentoring activities with the intern upon appointment if the intern is employed and has a valid SOE or TP in the area for his/her internship. No formal observation may occur before the orientation

meeting, which shall be attended by all three committee members (the principal, the resource teacher, and the teacher educator). **PLEASE NOTE:** Payment to the RT for out-of-class hours spent prior to the approval of the Confirmation of Employment by the Division of Professional Learning and Assessment (which means a full committee assignment) is not guaranteed.

**The responsibilities of the RT are to:**

- Complete a minimum of 50 hours of out-of-class consultation with the intern. Check below for examples of unacceptable activities.
- Complete a minimum of twenty (20) in-class hours observing the intern in a classroom setting and/or providing immediate post-observation feedback/collaboration during school hours.
- Continue to assess the intern's progress in relation to each of the Kentucky Teacher Standards.
- Sign all Cycle Reports electronically on the RTIY.
- Enter in- and out-of-class activities on the electronic RTT.
- Sign and submit the RTT electronically.
- Verify intern, principal and KTIP district coordinator have electronically signed RTT.
- Verify that the intern has submitted a SOE or TP.
- Assist by mentoring the intern through the Teacher Performance Assessment tasks.
- Report progress observed and concerns to the intern committee at the scheduled committee meetings.
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

**Unacceptable out-of-class activities are:**

- Attend faculty meetings with the intern.
- Attend Professional Development seminars.
- Attend SBDM Council meetings with the intern.
- Attend the Beginning Teacher Committee meetings.
- Shop for class materials with the intern.
- Attend a conference with the intern.
- Attending or observing intern during Leadership Project.

### **Resource Teacher Stipend:**

A stipend will be paid to the RT for the completion of 50 approvable out-of-class mentoring hours for the internship year. The stipend is dependant on funds allocated by the General Assembly for this service and may vary from year to year. The stipend will be disbursed in accordance with [KRS 161.030\(6\)\(f\)](#) and [16 KAR 7:010](#). For those RTs working in a public school, the frequency of the disbursement shall be at the option of the district. If less than 25 approved hours are submitted for each semester, the stipend will be prorated.

Electronic submission of full-year and spring time sheets are due to the Division of Professional Learning and Assessment on or before May 1. Electronic submission of fall (August-December) time sheets are due on or before December 20. Failure to submit time sheets on or before their due dates may result in payment delays.

### **KTIP Teacher Educator**

The KTIP teacher educator (TE) serves as the college or university representative who helps the teacher intern. The responsibilities of the KTIP teacher educator are to:

- Help the intern access research about instructional theory, techniques, and literature.
- Help the intern access other resources related to the Kentucky Teacher Standards.
- Sign all Cycle Reports electronically on the Record of Teacher Internship Year (RTIY).
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

### **KTIP Intern**

The intern serves as the focal point of the Beginning Teacher Committee's work. The intern shall complete all program requirements as outlined in the administrative regulation, [16 KAR 7:010](#), Section 2, under the supervision of the committee.

The responsibilities of the intern are to:

- Provide the employer with the SOE or TP.
- Participate in the orientation with the resource teacher, principal, and teacher educator prior to any formal observations.
- Spend the required 20 in-class hours with the resource teacher.
- Spend the required 50 out-of-class hours with the resource teacher.
- Check the status of electronic signatures on forms in the Intern Management System (IMS) and, if needed, contact the KTIP district coordinator to follow up on signatures.
- Prepare for three official one-hour observations by each committee member during the year by submitting a written lesson plan to the observer in a timely fashion before each visit.
- Participate in pre-observation and post-observation conferences with individual committee members in conjunction with each observation visit.
- Develop teacher tasks consistent with the Teacher Performance Assessment for review and presentation at each committee meeting.
- Develop the [Professional Growth Plan \(PGP\)](#) with the assistance of the RT and present it to the committee members for their review and approval.
- Participate in each of the four committee meetings as scheduled by the principal.
- Sign all Cycle Reports electronically on the RTIY.
- Sign the Resource Teacher Time Sheet (RTT) electronically.

### **BEGINNING TEACHER COMMITTEE PROCEDURES**

**The principal's responsibilities as committee chairperson are as follows:**

- Confirm the due date for the RTIY with the KTIP district coordinator before setting up committee meetings to ensure that EPSB deadlines will be met.
- Complete all sections of the electronic RTIY for signatures by committee members and the intern.
- Submit the RTIY to the KTIP district coordinator or the EPSB as outlined in the guidelines for using the RTIY.

**For interns who begin KTIP in the first semester of a school year:**

- The decision of the committee regarding satisfactory completion of the internship for the full-year intern shall be reflected on the RTIY and electronically submitted to the KTIP district coordinator, who reviews and electronically submits it to the Division of Professional Learning and

Assessment by May 1; or, no later than two (2) weeks following the final committee meeting, whichever occurs first.

- If the intern will not be completing the second half of the internship in the original school, the principal shall make copies of the materials for the school's files and give the originals to the intern to take to the new school.
- The intern may keep the teacher tasks developed as part of the Teacher Performance Assessment (TPA) unless the internship was not completed successfully. If the internship is unsuccessful, the committee shall submit the teacher tasks developed as part of the TPA, including the intern's video/DVD if one was created, a copy of the school calendar, and all original documents to the KTIP district coordinator, who then submits them to the Division of Professional Learning and Assessment. The RTIY shall be submitted electronically.
- If an intern's performance is judged by the Beginning Teacher Committee to be unsatisfactory, the intern shall have the opportunity to repeat the internship during one additional year. If the teacher does not successfully complete the internship during the validity of the SOE, the teacher shall re-qualify for admission by meeting the requirements in effect at the time of reapplication for certification.

**For interns who begin KTIP in the second semester of a school year:**

- An electronic Interim Report based upon the completion of the orientation meeting and Cycle 1 shall be sent to the EPSB no later than **May 15**. The intern may continue the internship during two consecutive school years if employed in a school district, non-public accredited school, or area technology center.
- If the intern will not be completing the second half of the internship in the original school, the principal shall make copies of the materials for the school's files and give the originals to the intern to take to the new school.

**BEGINNING TEACHER COMMITTEE RESPONSIBILITIES**

It is important that committee responsibilities be carried out according to mandated timelines for mentoring, conducting assessments, following established procedures, completing forms, and submitting reports.

Careful, timely record keeping is required in order to demonstrate that the committee has consistently advised the intern about progress toward meeting requirements for certification as outlined by [16 KAR 7:010](#).

### **Orientation Committee Meeting**

The orientation meeting (held prior to any formal classroom observations of the teacher intern) provides an opportunity for the principal to ensure that all committee members and the teacher intern are informed about program policies and procedures prior to Cycle 1 observations. The principal will also review the PGP and its importance with the committee members.

### **Cycle 1 and 2 Committee Meetings**

During the Cycle 1 and 2 committee meetings, the Beginning Teacher Committee meets **without** the Intern to accomplish the following:

- The principal will record each committee member's holistic scores for the Kentucky Teacher Standards on the electronic RTIY in the section titled "Summary of Intern Performance."
- Discuss the analytic scoring and supporting evidence of each standard to reach consensus on the intern's strengths and priority areas for professional growth.
- Record the identified strengths and priority areas for professional growth in the "Committee Consensus" section.
- Review the intern's Professional Growth Plan.
- Review the status and appropriateness of the resource teacher's in- and out-of-class mentoring of the intern.

The committee meets **with** the Intern to do the following:

- Discuss the holistic and analytic scores and the supporting evidence for the Kentucky Teacher Standards, focusing on the intern's strengths and priority areas for growth.
- Reconcile the strengths and priority areas identified by the committee with those identified by the intern on the Professional Growth Plan to agree on the intern's professional growth activities for Cycles 2 and 3, as well as the assistance and documentation needed for these activities.
- Refer to the Cycle 1, 2, and 3 Committee Meeting Exhibit Checklists in the KTIP TPA Handbook to verify that the intern is up-to-date with the required assignments during the internship.

### **Cycle 3 Committee Meeting**

In the Cycle 3 committee meeting, as in earlier committee meetings, the principal records each committee member's holistic score on the RTIY in the section titled "Summary of Intern Performance." Note that for an intern to receive a final marking of MET on any standard at least two of the committee members shall assign the standard a holistic score of '3'.

### **Optional Cycle 4 Committee Meeting**

If the Beginning Teacher Committee believes that more time would allow better demonstration of one or more of the Kentucky Teacher Standards, a Cycle 4 committee meeting may be conducted. This additional cycle would be for the purpose of final judgment, and the results from the additional observations would replace those assigned in Cycle 3.

The decision to allow a fourth cycle is solely at the discretion of the Beginning Teacher Committee. If a fourth cycle is conducted, it shall fall within the timelines of Cycle 3, and all committee members must be in agreement.

## **KENTUCKY TEACHER INTERNSHIP PROGRAM TEACHER PERFORMANCE ASSESSMENT (KTIP TPA) TRAINING**

To serve on a KTIP committee, a person shall be trained in an EPSB approved training module.

All committee members shall be trained in KTIP TPA. Prior to the KTIP TPA face-to-face training, an online homework assignment shall be completed at <http://www.kyeducators.org>. Registration information is available on the website. (See below for further information.)

Each committee member shall be trained in both KTIP TPA and Interdisciplinary Early Childhood Education (IECE) if assigned to an intern who has a SOE in IECE and is doing the internship in an IECE setting. The IECE training is only available in a face-to-face setting.

The KTIP TPA and the KTIP IECE TPA face-to-face training dates are located at <http://www.kyepsb.net/imstraining/imstraininginfo.aspx>. Individuals may obtain information and registration forms by contacting the university representatives listed at the above site. Prior to attending face-to-face KTIP TPA training, the online KTIP Workshop Preparation Assignment (homework) shall be completed. (There is no homework assignment for the IECE face-to-face training.)

### **Instructions for enrolling in KTIP 200**

The ***KTIP Workshop Preparation Assignment*** is located on [www.KyEducators.org](http://www.KyEducators.org). Registration is free and you can complete the online assignment at your own pace. Successful completion is required for participation in the KTIP/TPA Face-to-Face training.

To enroll in *KTIP TPA Face-to-Face Training Homework*:

- Go to <http://www.kyeducators.org>.
- Click on the words "Assessment and Internships."
- Choose *KTIP TPA Face-to-Face Training Homework (TPA) (KTIP 200)* from the course list by clicking in the "Select" box.
- Click on "Add to EduCart."
- Answer YES to "Live or work in KY?"
- At the "Your EduCart" page, click on CONTINUE.
- At the "New or Returning Learner" page, choose "Continue to the New Learner Course Request Form."

NOTE: If you have enrolled in a KyEducators, KYVU, or KCTCS online course before, choose "Returning Learner," then insert your Username and Password and click on "Login." The demographic data that displays on the next page will

be yours. Make any corrections and click the SUBMIT button at the bottom.

TIP: Your Username is in the form: "first initial last name last 4 digits of your SSN"

EXAMPLE: John Smith, SSN: 999-999-1234 has the Username of *jsmith1234* and his initial password is *1234*.

- Follow the online registration instructions.
- Fill in the required fields and click **SUBMIT**.
- You will receive a Username and Password in your email.
- Return to <http://www.kyeducators.org> and log in with your Username and Password.
- If this is your first time logging in, you will be prompted to change your password.
- Type your new password twice.
- Under "Courses" you'll see the course name. Click on it. You're there!
- If you need help, call the Help Desk at 1-877-740-4357 or go to: <http://www.kyeducators.org/help.asp>

The *KTIP TPA Face-to-Face Training Homework* has three quizzes. You must pass each quiz with a minimum of 90% in order to move to the next quiz.

**Upon successful completion** of the *KTIP TPA Face-to-Face Training Homework*, you will receive an email "e-ticket".

- Print the email.
- Take e-ticket to the face-to-face workshop as your entry ticket.

**IMPORTANT: TO COMPLETE YOUR KTIP TPA TRAINING:**

- After attending the KTIP TPA Face-to-Face Training, your instructor will access KyEducators and mark your account as attending the training.
- Give the instructor **at least** three working days to complete this.
- Then return to KYEducators.org and log in with your Username and Password.
- Under the lessons tab choose the "Evaluation of KTIP TPA Face-to-Face Training."
- Complete the survey.
- Then complete the "Post Face-to-Face Training Quiz."
- **VERY IMPORTANT:** Upon successful completion of the quiz, you can then print your Certificate of Completion.
- Make sure your printer is ready and set the page view to "landscape."
- Print your certificate.
- At the bottom left of your certificate is a YELLOW BUTTON.

Click the YELLOW button to submit your KTIP TPA completion data to EPSB.

## **DOCUMENTS FOR RECORDING PROGRESS**

The person serving in the principal role on the Beginning Teacher Committee is responsible for generating the electronic reports used throughout the internship process, with the exception of the electronic RTT, which the resource teacher generates.

All forms completed as part of the KTIP process are **legal documents** that afford an intern due process. Thus, it is critical that everyone pay attention to correct procedure while completing the documents.

### **The Intern Performance Record (IPR)**

The same ***Intern Performance Record (IPR)*** form is used throughout the internship year by members of the intern committee. It is completed by each committee member for the purpose of recording evidence and decisions about an intern's progress toward each Kentucky Teacher Standard during each of the three assessment cycles. The revised IPR has additional pages at the end for thorough scripting by observers of the intern's classroom teaching performances.

### **The Professional Growth Plan (PGP)**

The ***Professional Growth Plan (PGP)*** is a key document used to guide the intern's professional growth. Through the PGP, and with the help of the committee members, the intern documents strengths, growth areas, and specific actions to be taken to address the identified growth areas. The PGP serves to document plans to promote growth and serves as a vehicle for helping mentors guide the intern's progress.

Developed by the intern with the advice and consent of the Beginning Teacher Committee, the PGP is updated and reviewed at each committee meeting.

A critical source of documentation, the PGP demonstrates that the intern has been afforded due process during the internship. In the PGP, the intern shall complete the following:

- Identify strengths and areas for growth as they relate to the Kentucky Teacher Standards.
- List all priority areas for professional growth as they relate to specific standards.
- Identify any priority growth areas that would most facilitate student learning and relate to the Kentucky Teacher Standards.
- Record timelines for achieving the professional growth objectives and whether the priority growth areas become a concern to committee members in order to assure due process, should it become necessary.

- List clear and specific actions the intern shall take to demonstrate progress in identified priority growth areas.
- State and document any assistance provided to the intern. To document that procedures have been followed, record the dates when assistance is provided.

The intern develops the PGP over the course of three cycles, with the advice and consent of the committee members. The intern initiates the PGP at the Cycle 1 meeting for committee review and updates it for review at each subsequent committee meeting.

Because of the legal implications of this document, it is imperative that committee members and the intern understand all procedures outlined in the PGP. The intern and RT should review this document together during the orientation.

### **Teacher Performance Assessment (TPA)**

The TPA is a set of 10 teaching tasks that reflect the intern's demonstration of performance of the Kentucky Teacher Standards. It is neither a scrapbook nor a portfolio but a collection of evidence and reflection selected from the intern's work. It could include lesson plans, student work samples, video taped lessons, anecdotal records, observation notes, and a great deal of intern reflection. The TPA has three (3) cycles that correspond to the cycles already in place to observe and evaluate interns during their internships.

### **The Record of Teacher Internship Year (RTIY)**

During the Cycle 3 committee meeting, the Beginning Teacher Committee shall review all evidence for growth provided by the intern during the year, as well as reports generated by the committee, to determine whether the intern has met all certification requirements and can be recommended for a Professional Teaching Certificate.

Because the RTIY represents time-sensitive documentation, the EPSB has provided guidelines for its completion. In addition, checklists for completing the RTIY at the four (4) committee meetings are included within the RTIY. Because the checklists in the RTIY provide a detailed list of specific procedures to complete during each committee meeting, they can serve as a meeting agenda.

The principal initiates the RTIY at the orientation meeting. At each cycle meeting, the committee updates the RTIY to document progress. It is highly recommended that committee meetings be held in a location where committee

members can access a computer with internet connection and that all committee members electronically sign-off on the RTIY prior to adjournment of the meeting.

In completing the RTIY, the committee shall:

- ✓ take into consideration the progress of the intern throughout the school year, particularly, the level of performance that has been achieved near the end of the internship period.
- ✓ review the response of the intern to the suggestions and recommendations made by the Beginning Teacher Committee during meetings with the intern throughout the period of internship.
- ✓ determine the progress and growth of the intern, pursuant to KRS 161.030, by:
  - a systematic observation of classroom performance.
  - a review of TPA materials presented by the intern.

#### **Checklist for Processing the Electronic *RTIY* for Interns**

NOTE: RTIYs for full-year interns shall be reported by the chair to the KTIP district coordinator and to the EPSB by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. For teacher interns completing the internship in December, the RTIY shall be submitted by December 15.

#### **Beginning Teacher Committee:**

1. The intern has completed a minimum of 140 instructional days and all observations and committee meetings have been held.
2. The principal has created and signed Cycle reports.
3. Each committee member has signed Cycle reports.
4. The principal has submitted electronically the RTIY to the KTIP district coordinator for review and submission to the EPSB.
5. The KTIP district coordinator has reviewed and electronically submitted to EPSB the RTIY and the Resource Teacher Time Sheet (RTT).
6. If the internship is deemed **unsuccessful**, the KTIP district coordinator has mailed all original KTIP materials, the intern's video if produced, a copy of the school calendar, any electronic communications that relate to any aspect of the internship sent to the teacher with any read receipts and responses back from the teacher intern if available and the intern's TPA tasks to EPSB.
7. All material submitted **shall** become the property of the EPSB and shall not be returned to the teacher intern.

### **KTIP Intern:**

1. The intern has signed Cycle Reports and the Resource Teacher Time Sheet.
2. If the intern is deemed **successful**, the intern has submitted to the Division of Certification a cashier's check/money order made payable to the Kentucky State Treasurer or made payment through ePay of \$35.00.

If the intern is enrolled in an alternative certification program and is deemed **successful**, the intern has submitted to the Division of Certification a TC-1 form and a cashier's check/money order made payable to the Kentucky State Treasurer or made payment through ePay of \$50.00.

### **EPSB Staff:**

EPSB staff will review and submit the RTIY electronically to the Division of Certification for the intern to receive a Professional Certificate.

### **The Resource Teacher Time Sheet (RTT)**

The **RTT** includes instructions and space to record details of mentoring activities, intended outcomes, and time spent with the intern. The RTT is a **legal document** that may be audited. It represents the fulfillment of the **contractual obligation** between the RT and the EPSB. The resource teacher, intern, and principal shall sign the time sheet to verify the accuracy and legality of the mentoring activities.

When completing the time sheet, the RT shall remember:

1. To offer a specific explanation of the mentoring activities (exactly what was done by the resource teacher, and why it was done). For example, after identifying classroom management as a growth area, the RT reviewed classroom management resources and discussed possible strategies.
2. To record all hours spent with the intern in approvable activities in both semesters of the internship.

Please note that resource teachers can be paid for a maximum of 25 out-of-class hours for the first semester. For **full-year** interns, a maximum of ten (10) rollover and make-up hours can be carried over from the first half of the internship to the second half, or ten (10) hours can be made up in the second half.

- a. Out-of-class mentoring activities shall take place outside the contractual obligation with the district or nonpublic school. For example, faculty meetings, professional development, and department meetings are required and may not be documented as mentoring activities. Meeting at a later time to discuss the meeting or workshop may be counted.
  - b. Committee meetings cannot be counted as either in- or out-of-class mentoring hours.
3. A copy of the time sheet should be saved for future reference before electronically submitting it.
4. The appropriate time sheet (i.e., Full-year, Fall semester or Spring semester) should be submitted to the Division of Professional Learning and Assessment for approval twice a year, unless payment is made on an annual basis for a full-year intern.

Please note that if the RTT is not received in the Division of Professional Learning and Assessment by the due date, then payment to the school district may be delayed.

### **Electronic Submission of the RTTs**

All RTTs shall be submitted electronically for payment. The electronic RTT is located on the EPSB web site, [www.epsb.ky.gov](http://www.epsb.ky.gov). Scroll down to "Click Here to Login." on the left-hand side. Put in your Username and Password for EPSB applications.

***NOTE: Do NOT use your KyEducators.org Username or your KDE email address.*** If you do not have a login, click on "Click here to login," and on the next page follow the prompt that says "To create an account Click here" and you will be assigned a login account immediately.

When you have your Username and Password, you will login from [www.epsb.ky.gov](http://www.epsb.ky.gov) and see the EPSB Application list page. Select "Intern Management System" from the left-hand side. Choose the RT time sheet application.

You will be able to:

- Create the time sheet.
- Enter and save time sheet activities.
- Sign and submit the time sheet.

You can also view and sign-off on reports for the Record of Teacher Internship Year from the Intern Management System. This should be done during a Beginning Teacher Committee meeting when possible. If you need help filling out the electronic form, directions are on the EPSB Help page for the Intern Management System at [www.kyepsb.net/help/index.asp](http://www.kyepsb.net/help/index.asp).

### **Electronic Submission of the Interim Report**

The Interim Report is completed at the end of the first semester for any intern who completes at least 70 days of the 1<sup>st</sup> half of the internship in one school year and plans to complete the 2<sup>nd</sup> half of the internship within two consecutive school years. It shall also be completed for any intern who resigns from the internship regardless of the number of instructional days completed. However, the intern shall have completed 70 days to receive credit for that semester.

### **Sequence for Processing Interim Reports for Teacher Interns**

1. The intern has completed a minimum of 70 instructional days for the semester and has completed the orientation and Cycle 1(Cycle 2 can be completed if time allows).
2. The principal will create and sign the orientation and Cycle Report(s).
3. Each committee member will need to sign the orientation and Cycle Report(s).
4. Once all signatures have been obtained, the principal will submit electronically to the KTIP district coordinator for review and submission to the EPSB.
5. EPSB staff will review and submit to the Division of Certification for the intern to receive another SOE.

**NOTE: Interim Reports are due on or before May 15 for spring semester interns.**

### **CERTIFICATES ELIGIBLE FOR KTIP**

The following certificates and their processes allow participation in the Kentucky Teacher Internship Program (KTIP). The alternative options listed in this section are found on the EPSB website (<http://www.kyepsb.net/certification/certalttroutes.asp>).

#### **Statement of Eligibility**

Kentucky certification is based upon the completion of a four-year teacher preparation program that includes student teaching and testing when applicable. Kentucky requires a recommendation from the certification official at the college/university where the applicant completed the initial teacher preparation program and student teaching. The recommendation should include the specific teacher preparation program completed, the grade level, the degree, and the completion date of the program. Upon receipt of this information, the Division of Certification issues a Statement of Eligibility, which communicates to the hiring district that the holder of the SOE is eligible for employment.

#### **Completion of four-year teacher preparation program**

ALL applicants shall submit the following for certification:

- A completed TC-1 (.pdf) application form that includes verification of completion of teacher preparation program from the preparing college or university.
- Official transcripts of all graduate and undergraduate coursework.
- Passing Praxis II specialty area test scores for EACH area of certification (if less than two years of appropriate full-time teaching experience).
- Test score for appropriate grade range on the Principles of Learning and Teaching (PLT).

#### **College Faculty Certification**

Alternative Option 3 - For Teaching Grades P-12, College Faculty Certification

***You are a candidate if you:***

- Have a minimum of a master's degree in the academic subject for which certification is sought; and

- Have five years of full-time teaching experience or its equivalent (90 semester credit hours) at an accredited institution of higher education in the academic subject for which certification is sought.

***Additional Information:*** A candidate meeting these requirements receives a SOE. After obtaining employment, the candidate receives a one-year Provisional Certificate. Upon successful completion of KTIP during the first year of teaching, the teacher receives the Professional Certificate.

### **Veterans of the Armed Services**

Alternative Option 5 - For Teaching Grades P-12, Veterans of the Armed Services

***You are a candidate if you:***

- Were discharged or released from active duty under honorable conditions after six years of active duty immediately before the discharge or release.
- Have a bachelor's degree in the subject matter or related area for which certification is sought.
- Have a GPA of 2.5 for a bachelor's degree or hold an advanced degree.
- Have passing scores on EPSB-approved subject matter assessments.

***Additional Information:*** A candidate meeting these requirements receives a SOE. After obtaining employment, the candidate is issued a one-year Provisional Certificate. Upon successful completion of KTIP during the first year of teaching, the teacher receives the Professional Certificate. In addition, veterans may also qualify for the Troops-to-Teachers program, which offers stipends to qualified candidates willing to teach in "high need" school settings.

### **Probationary One-Year Certificate**

Probationary one-year certificates are issued to teachers either fully certified in one teaching field or holding a valid SOE in one teaching field **AND** pursuing a second teaching field by enrolling in a college certification program.

How to apply:

- (1) The employing district submits the appropriate application form to the Division of Certification.
- (2) The teacher submits an up-to-date Curriculum Contract or Curriculum Guide sheet signed by the college advisor to prove course enrollment to the Division of Certification.

(3) The teacher submits official transcripts of the prerequisite coursework to the Division of Certification.

### **Temporary Provisional Certificate**

#### ***University-Based Alternative Route to Certification***

Alternative Option 6 - For Teaching and Administration Grades P-12, University-Based Alternative Route to Certification

##### ***You are a candidate if you:***

- Have a bachelor's or master's degree.
- Meet university admission standards.
- Have a job offer.

***Additional Information:*** In the 2000 legislative session, the Kentucky General Assembly provided potential educators a new route to certification that allows completion of the preparation program with concurrent employment in a school district. A candidate receives a TP. The candidate shall complete all requirements, including KTIP, within three years and pass all required assessments prior to the KTIP year. Persons interested in this option should contact the College of Education officials at their respective college or university. A list of college/university contacts can be located on the web at <http://kyepsb.net/certification/approvedlist.asp>.

### **Provisional One-Year Internship Certificate**

#### ***Exceptional Work Experience Certification***

Alternative Option 1 - For Teaching Grades P-12, Exceptional Work Experience Certification

##### ***You are a candidate if you:***

- Have 10 years of documented exceptional work experience in the area for which certification is sought.
- Have a bachelor's degree with a cumulative 2.5 GPA or a 3.0 GPA on the last 60 hours completed.

- Have an academic major in the content area for which certification is sought or a passing score on the applicable academic content assessment(s) designated by the EPSB.
- Have an offer of employment in a local school district.

***Additional Information:*** After receiving an offer of employment, the applicant shall document work experience with a multi-page résumé, letters of recommendation, awards or professional achievement, publications, and a detailed explanation of how the work experience reflects each Kentucky Teacher Standard for presentation to the EPSB. If the application is approved, the applicant receives a one-year Provisional Teaching Certificate. During the first year of teaching, the candidate participates in the Kentucky Teacher Internship Program (KTIP). Upon successful completion of the internship, the teacher receives the Professional Certificate.

### **Vocational Teachers**

EPSB sends a waiver letter to the applicant and a copy to the appropriate originating agency. It is the responsibility of the applicant to provide a copy of this letter to the hiring agency.

SOE:

1. EPSB receives from the Office of Career and Technical Education a SOE.
2. SOE is signed off by the Director of Certification.
3. SOE is returned to the Office of Career and Technical Education for processing.
4. **For State Area Tech Schools:** SOE is sent to applicant, who is responsible for giving the form to the hiring agency for completion of Part B. The form is then returned to the Office of Career and Technical Education KTIP district coordinator, Vicki Staley.
5. **For Public Schools:** SOE is mailed to applicant, who is responsible for giving the form to the hiring agency for completion of Part B. SOE is then given to the KTIP district coordinator.

**NOTE:** After beginning KTIP, the applicant should contact Vicki Staley, 502-564-4286, to sign up for the New Teacher Institute (NTI). This is normally a 5-day workshop with a 2-day follow-up. At this time, the applicant should enroll in the 64-hour vocational program at a college/university that offers the program. Once a teacher has completed KTIP, Vicki Staley's office sends the final grade of NTI to the college for a transcript to be issued showing the completion of NTI.

This course will appear on the transcript as Orientation to Career and Tech Education.

**Issuance of One-Year Certificate:**

Upon successful completion of the internship year and receipt of the official transcript of the NTI hours, the applicant will be issued a one-year certificate that shall be renewed by September 1 of the expiration year by completing 6 semester hours from the 64-hour vocational program.

**Certificates Eligible for KTIP**

Teacher receives a credential called a . . .	<b>Traditional</b>	<b>Alternative</b>	<b>Other</b>
<b>Statement of Eligibility</b>	Traditional Path Teachers	Alternative Path Teachers in:  Option 2 (District Training Program) Option 3 (College Faculty) Option 5 (Veterans)	Teachers <i>Probationary</i> certified in another/different teaching field: special education (TC-19); birth-to-primary (TC-BP); gifted education (TC-GP); middle school (TC-MG); library media specialist (TC-29).
<b>One-year Provisional Internship Certificate</b>		Alternative Path Teachers in: Option 1 (Exceptional Work Experience)  Vocational Teachers	

One-year Temporary Provisional Certificate		Alternative Path Teachers in Option 6 (University- based)	
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Please note: A Speech and Language Pathologist with one year or more experience is not required to KTIP.

A certified Speech and Language Pathologist Assistant with one year of experience in schools **is not** required to complete an internship. A certified Speech and Language Pathologist Assistant with no school experience **is** required to complete a one-year internship.

### **Procedures for Alternative Schools**

As stipulated in 703 KAR 7:010 (6), an internship shall not be established in a classroom designated as an alternative school, classroom, or program unless the district superintendent or designated non-public school head or leader submits a written request for a waiver to the EPSB staff.

The ***Waiver for Alternative Schools***, found on pages 36, 37, and 38 shall be submitted to the Division of Professional Learning and Assessment for prior approval.

Please Note: If a **public alternative school** is not assigned a principal, the internship cannot be conducted in the school.

**WAIVER REQUEST FOR  
PERMISSION TO USE AN ALTERNATIVE SETTING  
FOR  
KENTUCKY TEACHER INTERNSHIP PROGRAM (KTIP)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
School District

\_\_\_\_\_  
Name of Alternative Setting (School)

\_\_\_\_\_  
Name of District Contact

\_\_\_\_\_  
Title of District Contact

\_\_\_\_\_  
Phone Number for District Contact

\_\_\_\_\_  
Email Address for District Contact

\_\_\_\_\_  
Name of Intern

\_\_\_\_\_  
Intern's Last 4 digits of SS#

\_\_\_\_\_  
Grade & Subject of Intern's SOE/TP

\_\_\_\_\_  
Grade/Subject Intern is Assigned

\_\_\_\_\_  
Name of Resource Teacher

\_\_\_\_\_  
Subject/Grade Taught by Resource  
Teacher

\_\_\_\_\_  
Name of Principal

\_\_\_\_\_  
Name of Principal's Employing School

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Superintendent's Signature  
(Certifying Accuracy of  
Information & Request Approval)

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I, \_\_\_\_\_, understand that the proposed educational setting where I will serve as an intern, **if approved**, is not a "traditional" educational setting; however, I realize that I will be required to meet the same standards as all other interns enrolled in KTIP.

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

1. Provide a detailed description of the students who attend the program/school (*characteristics of students enrolled in the program; number and percent of each population group, such as regular education, at-risk, special education, court referrals*).
  
2. Provide a detailed description of the level of support provided for students and faculty (*list staff members, teacher-student ratio, availability of counseling services, availability of para-educators, students and family access to family resource/youth services center*).
  
3. Describe the degree of administrative support within the program/school (*description of provisions for administrative supervision of staff and students, name and position of primary evaluator of certified employees assigned to the program/school; name and position of certified employee assigned to serve as the intern's primary evaluator*).
  
4. Describe the location and facility that houses the program/school (*description of the physical location of the facility and size of classroom space*).

5. Describe the instructional resources available to faculty and students  
*(description of student/staff access to technological resources, library/media services, textbooks).*
  
6. Describe the process for collaborating with other schools in the district  
*(description of transition plan for reintegrating students back to regular education settings, process for students/staff to access the programs and services available on the regular school campus if program/school is housed at a remote location).*
  
7. List the current faculty and staff assigned to the program/school and respective subjects taught.

## **INTERNSHIP RESIGNATIONS/TRANSFERS**

### **If an Intern Resigns**

- The intern shall immediately provide written notification of the resignation to his/her employer. The form on the following page, also located on our website, should be filled out completely and signed. The date on which the form is signed by the local Superintendent will serve as the effective date of the resignation.
- If the intern resigns due to medical or military leave and will be returning to work during the same school year, the KTIP district coordinator will place the intern on leave through the Intern Management System (IMS). The above mentioned form will need to be submitted to EPSB.
- If the intern resigns due to medical or military leave and will not be returning during that school year, EPSB staff will place the intern on leave through IMS. The above mentioned form will need to be submitted to EPSB.
- The KTIP district coordinator shall submit hard copy of the above mentioned form to the address listed in the Introduction of this Guide.
- The Division of Professional Learning and Assessment shall give final approval of resignations from KTIP or the internship could be counted as unsuccessful.
- If an intern resigns, an Interim Report will need to be submitted electronically, regardless of instructional days completed.

Note: Any intern who does not complete his/her internship due to medical conditions or military deployment will be allowed to re-enter the internship at the point at which the internship was interrupted.

### **How to Submit the Interim Report**

All reports (Orientation, Cycle 1, and Cycle 2) for work completed shall be submitted through IMS with all signatures. When EPSB staff resigns the intern, the number of instructional days completed that was submitted on the Intern Resignation Form will be entered and the Interim Report generated. After the report has been approved by EPSB staff, the KTIP district coordinator will be able to login and print an updated form.



**If an intern transfers to another school district:**

- The EPSB shall receive:
  - ✓ a revised Confirmation of Employment submitted electronically from the new employing school district that will have the new KTIP information and committee assignments, and
  - ✓ an electronic Interim Report from the previous employing school district.
  - ✓ an electronic RTT for hours completed by the resource teacher.
- The local school district or accredited non-public school should forward the intern's original KTIP files to the district to which the intern is transferring.

Note: Failure to follow these guidelines for resignations and transfers could result in the intern not receiving credit for successfully completing half of the internship and/or the RT not receiving a stipend for service.

## **APPEALS**

In the event of an unsuccessful internship, the intern may appeal. The intern's appeal shall be reviewed by a committee of four people. The appeals committee members are chosen from a pool of committee candidates appointed annually by the EPSB and shall include:

1. One teacher,
2. One principal,
3. One teacher educator, and
4. The Executive Director of the EPSB, or his/her designee.

The teacher intern shall file a written notice of appeal within 30 calendar days of the date the written notice of finding of unsuccessful completion of the internship is received by the teacher intern.

The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky Teacher Standards;
2. Appropriate documentation of the instructional setting and outside normal working hours spent by the RT in assisting the intern as specified in KRS 161.030.
3. Assignment of beginning teacher committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and RT time sheets; and
5. Agreement between intern performance records, professional growth plans, beginning teacher committee meeting reports, the teacher performance assessment, and the final decision of the committee.

The appeals committee shall make a recommendation to the EPSB on the appeal within 60 days following the receipt of the appeal, unless good cause exists for additional time. The EPSB will issue a final decision in each appeal reviewed by the appeals committee. The EPSB may consider the appeals committee

recommendation and the records reviewed by the appeals committee in issuing its decision.

If the decision of the beginning teacher committee **is not** upheld, the EPSB shall issue the appropriate certificate to the intern.

If the decision of the beginning teacher committee **is** upheld, the EPSB shall issue another SOE for Internship, unless:

(a) The intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the SOE has expired.

If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the EPSB may nullify the internship and allow the teacher intern to repeat the internship without penalty.

If the intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the EPSB within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

It is the responsibility of all interns to keep EPSB apprised in writing of any changes of address. In notifying the teacher intern of the board's decision the EPSB shall send the decision of the board by certified mail to the last known address of the teacher intern. If the intern fails to maintain a current address with the EPSB, or refuses to claim the certified mail, the request for a hearing shall be filed in writing with the Executive Director of the EPSB within twenty (20) calendar days of the date the board's decision is **mailed** to the teacher intern by certified mail.

A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate.

A teacher intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards as adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record.

If the intern fails to file a written request for a hearing within the appropriate time frame, then the Board will not hold a hearing.

## KTIP CALENDAR OF IMPORTANT DATES

**All persons involved in the KTIP process, including interns, should note the following deadlines for submitting electronic forms to the Division of Professional Learning and Assessment.**

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Within thirty (30) days from the date of hire or on or before **FEBRUARY 15, whichever occurs first** - **Confirmations of Employment (COE)** for spring semester (January-May) interns shall be electronically submitted to the Division of Professional Learning and Assessment.

COEs received after the February 15 deadline may not be accepted and may need to be resubmitted next school year.

\*\*\*\*\*

By **MAY 1** – Full-year and Spring semester **Resource Teacher Time Sheets (RTTs)** shall be submitted electronically to the Division of Professional Learning and Assessment.

The resource teacher's stipend shall be based on the mentoring hours submitted on the time sheet. Therefore, in order for resource teachers to receive their stipends in a timely manner, the electronic time sheets signed by the resource teacher, teacher intern, and principal shall be received in the Division of Professional Learning and Assessment by the above deadline.

By **MAY 1** or no later than two (2) weeks following the final committee meeting, whichever occurs first – **Record of Teacher Internship Year (RTIY)** for full-year interns shall be submitted electronically to the Division of Professional Learning and Assessment.

For **successful** interns, the Division of Professional Learning and Assessment shall receive the electronic RTIY and the RTT, and the teacher intern shall make a \$35.00 payment through ePay (plus \$2.00 processing fee), or send a certified check, cashier's check, or money order payable to the Kentucky State Treasurer to the Division of Certification at the address listed in the Introduction of this Guide.

If the teacher intern has been in an alternative certification program, in addition to submitting the documents listed in the preceding paragraph, the teacher intern shall submit a **TC-1** to the Division of Certification. Successful KTIP interns

shall also complete all appropriate assessments and prescribed coursework recommended by their university for the Professional Certificate.

For interns whose internships were **unsuccessful**, the Division of Professional Learning and Assessment shall receive in this order:

- The electronic and original RTIY
- The RTT
- All TPA documents
- TPA tasks and documents
- School calendar
- Video if available;
- Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher if available; and
- The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record

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By **MAY 15 - Interim Reports** for spring semester interns shall be electronically submitted to the Division of Professional Learning and Assessment.

\*\*\*\*\*

Within thirty (30) days from the date of hire or on or before October **15, whichever occurs first - Confirmations of Employment (COEs)** for fall semester interns shall be electronically submitted to the Division of Professional Learning and Assessment.

COEs received after the October 15 deadline may not be accepted and may be required to be resubmitted next school year.

\*\*\*\*\*

By **DECEMBER 15 – Record of Teacher Internship Year (RTIY)** for teacher interns completing the internship in December, shall be electronically submitted to the Division of Professional Learning and Assessment.

For **successful teacher** interns, the Division of Professional Learning and Assessment shall receive the electronic RTIY and the RTT, and the intern shall make a payment of \$35.00 through ePay (plus \$2.00 processing fee), or send a certified check, cashier's check, or money order payable to the Kentucky State Treasurer to the Division of Certification at the address listed in the Introduction of this Guide.

If the teacher intern has been in an alternative certification program, in addition to submitting the documents as listed in the above paragraph, the teacher intern shall submit a TC-1 to the Division of Certification. Successful KTIP interns shall also complete all appropriate assessments and prescribed coursework recommended by their university for the Professional Certificate.

For interns whose internships were **unsuccessful**, the Division of Professional Learning and Assessment shall receive in this order:

- the electronic and original RTIY
- the RTT
- All TPA documents
- Portfolio (if regular KTIP)
- School calendar
- Video if available;
- Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher if available; and
- The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record

\*\*\*\*\*

By **DECEMBER 20** - **Resource Teacher Time Sheets (RTTs)** for the fall semester shall be electronically submitted to the Division of Professional Learning and Assessment.

The resource teacher's stipend will be based on the mentoring hours submitted on the time sheet. Therefore, in order for resource teachers to receive their stipends in a timely manner, the electronic time sheets signed by the resource teacher, intern, and principal **shall be received by the Division of Professional Learning and Assessment by the deadline.**

## **KENTUCKY TEACHER STANDARDS FOR PREPARATION & CERTIFICATION**

Adopted June 1993, Revised November 1994 and May 1999  
by the Kentucky EPSB  
upon recommendation of the  
Kentucky Council on New Teacher Standards for Preparation and Certification

[Standard 1:](#) Demonstrates Applied Content Knowledge  
[Standard 2:](#) Designs and Plans Instruction  
[Standard 3:](#) Creates and Maintains Learning Climates  
[Standard 4:](#) Implements and Manages Instruction  
[Standard 5:](#) Assesses and Communicates Learning Results  
[Standard 6:](#) Demonstrates the Implementation of Technology  
[Standard 7:](#) Reflects on and Evaluates Teaching and Learning  
[Standard 8:](#) Collaborates with Colleagues/Parents/Others  
[Standard 9:](#) Evaluates Teaching and Implements Professional Development  
[Standard 10:](#) Provides Leadership within School/Community/Profession  
[Preamble](#) to the New Teacher Standards  
[The Charge](#) to the State Council on New Teacher Standards for Preparation and Certification

## **KENTUCKY TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY**

Adopted January 1995 - Revised March 2003  
by the Kentucky Education Professional Standards Board

[Standard I:](#) Designs/Plans Instruction  
[Standard II:](#) Creates/Maintains Learning Climate  
[Standard III:](#) Implements and Manages Instruction  
[Standard IV:](#) Assesses & Communicates Learning Results  
[Standard V:](#) Reflects/Evaluates Teaching and Learning  
[Standard VI:](#) Collaborates with Colleagues/Families/Others  
[Standard VII:](#) Evaluates Teaching & Implements Professional Development  
[Standard VIII:](#) Supports Families  
[Standard IX:](#) Demonstrates Implementation of Technology  
[Standard X:](#) Provides Leadership within School/Community/Profession  
[Preamble](#) to IECE Teacher Standards

## **APPENDIX A**

### **KRS 161.100 Emergency certificates.**

When a district board of education satisfies the EPSB that it is impossible to secure qualified teachers for a position in a school under the control of the district board, the EPSB may issue emergency certificates to persons who meet the qualifications determined by the EPSB for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. The EPSB may require the passing of a written examination before an emergency certificate is issued. The examination shall be prepared and administered and the papers graded in the state offices of the EPSB under the direction of the executive director, in accordance with administrative regulations approved by the EPSB.

Effective: June 21, 2001

History: Amended 2001 Ky. Acts ch. 137, sec. 11, effective June 21, 2001. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 62, effective July 13, 1990. -- Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. sec. 4502-5.

## **APPENDIX B**

### **KRS 161.020 Certificates required of school employees -- Filing requirements – Validity and terms for renewal.**

(1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board.

(2) No person shall enter upon the duties of a position requiring certification qualifications until his or her certificate has been filed or credentials registered with the local district employer.

(3) The validity and terms for the renewal of any certificate shall be determined by the laws and regulations in effect at the time the certificate was issued.

Effective: June 21, 2001

History: Amended 2001 Ky. Acts ch. 137, sec. 6, effective June 21, 2001. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 55, effective July 13, 1990. -- Amended 1978 Ky. Acts ch. 56, sec. 1, effective June 17, 1978. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. secs. 4502-6, 4502-10, 4502-11, 4503-2.

## APPENDIX C

### **KRS 161.028 Educational Professional Standards Board -- Powers and duties regarding the preparation and certification of professional school personnel - Membership.**

(1) The Education Professional Standards Board is recognized to be a public body corporate and politic and an agency and instrumentality of the Commonwealth, in the performance of essential governmental functions. The Education Professional Standards Board has the authority and responsibility to:

- (a) Establish standards and requirements for obtaining and maintaining a teaching certificate;
- (b) Set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel. Program standards shall reflect national standards and shall address, at a minimum, the following:
  1. The alignment of programs with the state's core content for assessment as defined in KRS 158.6457;
  2. Research-based classroom practices, including effective classroom management techniques;
  3. Emphasis on subject matter competency of teacher education students;
  4. Methodologies to meet diverse educational needs of all students;
  5. The consistency and quality of classroom and field experiences, including early practicums and student teaching experiences;
  6. The amount of college-wide or university-wide involvement and support during the preparation as well as the induction of new teachers;
  7. The diversity of faculty;
  8. The effectiveness of partnerships with local school districts; and
  9. The performance of graduates on various measures as determined by the board;
- (c) Conduct an annual review of diversity in teacher preparation programs;
- (d) Provide assistance to universities and colleges in addressing diversity, which may include researching successful strategies and disseminating the information, encouraging the development of nontraditional avenues of recruitment and providing incentives, waiving administrative regulations when needed, and other assistance as deemed necessary;
- (e) Discontinue approval of programs that do not meet standards or whose graduates do not perform according to criteria set by the board;
- (f) Issue, renew, revoke, suspend, or refuse to issue or renew; impose probationary or supervisory conditions upon; issue a written reprimand or admonishment; or any combination of actions regarding any certificate;
- (g) Develop specific guidelines to follow upon receipt of an allegation of sexual misconduct by an employee certified by the Education Professional Standards Board. The guidelines shall include investigation, inquiry, and hearing procedures which ensure the process does not revictimize the alleged victim or cause harm if an employee is falsely accused;
- (h) Receive, along with investigators hired by the Education Professional Standards Board, training on the dynamics of sexual misconduct of professionals, including the nature of this abuse of authority, characteristics of the offender, the impact on the victim, the possibility and the impact of false accusations, investigative procedures in sex offense cases, and effective intervention with victims and offenders;
- (i) Recommend to the Kentucky Board of Education the essential data elements relating to teacher preparation and certification, teacher supply and demand, teacher attrition, teacher diversity, and employment trends to be included in a state comprehensive data and information system and periodically report data to the Interim Joint Committee on Education;
- (j) Submit reports to the Governor and the Legislative Research Commission and inform the public on the status of teaching in Kentucky;
- (k) Devise a credentialing system that provides alternative routes to gaining certification and greater flexibility in staffing local schools while maintaining standards for teacher competence;
- (l) Develop a professional code of ethics;
- (m) Set the qualifications and salary for the positions of executive director and deputy executive director to the board, notwithstanding the provisions of KRS 64.640;
- (n) Recruit, select, employ and evaluate the executive director to the board;
- (o) Approve employment procedures for the employment of policy level staff, subject to the provisions of KRS 12.050;
- (p) Approve the biennial budget request;
- (q) Charge reasonable fees for the issuance, reissuance, and renewal of certificates that are established by administrative regulation. The proceeds shall be used to meet a portion of the costs of the issuance, reissuance, and renewal of certificates, and the costs associated with disciplinary action against a certificate holder under KRS 161.120;

(r) Waive a requirement that may be established in an administrative regulation promulgated by the board. A request for a waiver shall be submitted to the board, in writing, by an applicant for certification, a postsecondary institution, or a superintendent of a local school district, with appropriate justification for the waiver. The board may approve the request if the person or institution seeking the waiver has demonstrated extraordinary circumstances justifying the waiver. Any waiver granted under this subsection shall be subject to revocation if the person or institution falsifies information or subsequently fails to meet the intent of the waiver;

(s) Promote the development of one (1) or more innovative, nontraditional or alternative administrator or teacher preparation programs through public or private colleges or universities, private contractors, the Department of Education, or the Kentucky Commonwealth Virtual University and waive administrative regulations if needed in order to implement the program;

(t) Grant approval, if appropriate, of a university's request for an alternative program that enrolls an administrator candidate in a postbaccalaureate administrator preparation program concurrently with employment as an assistant principal, principal, assistant superintendent, or superintendent in a local school district. An administrator candidate in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky Principal Internship Program, notwithstanding provisions of KRS 161.030, or the Superintendent's Assessment process, notwithstanding provisions of KRS 156.111, as appropriate. The temporary certificate shall be valid for a maximum of two (2) years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the candidate's successful completion of the program, internship requirements, and assessments as required by the board; (u) Employ consultants as needed;

(v) Enter into contracts. Disbursements to professional educators who receive less than one thousand dollars (\$1,000) in compensation per fiscal year from the board for serving on an assessment validation panel or as a test scorer or proctor shall not be subject to KRS 45A.690 to 45A.725;

(w) Sponsor studies, conduct research, conduct conferences, and publish information as appropriate; and

(x) Issue orders as necessary in any administrative action before the board.

(2) (a) The board shall be composed of seventeen (17) members. The commissioner of education and the president of the Council on Postsecondary Education, or their designees, shall serve as ex officio voting members. The Governor shall make the following fifteen (15) appointments:

1. Nine (9) members who shall be teachers representative of elementary, middle or junior high, secondary, special education, and secondary vocational classrooms;

2. Two (2) members who shall be school administrators, one (1) of whom shall be a school principal;

3. One (1) member representative of local boards of education; and

4. Three (3) members representative of postsecondary institutions, two (2) of whom shall be deans of colleges of education at public universities and one (1) of whom shall be the chief academic officer of an independent not-for-profit college or university.

(b) The members appointed by the Governor after June 21, 2001, shall be confirmed by the Senate and the House of Representatives under KRS 11.160. If the General Assembly is not in session at the time of the appointment, persons appointed shall serve prior to confirmation, but the Governor shall seek the consent of the General Assembly at the next regular session or at an intervening extraordinary session if the matter is included in the call of the General Assembly.

(c) A vacancy on the board shall be filled in the same manner as the original appointment within sixty (60) days after it occurs. A member shall continue to serve until his successor is named. Any member who, through change of employment status or residence, or for other reasons, no longer meets the criteria for the position to which he was appointed shall no longer be eligible to serve in that position.

(d) Members of the board shall serve without compensation but shall be permitted to attend board meetings and perform other board business without loss of income or other benefits.

(e) A state agency or any political subdivision of the state, including a school district, required to hire a substitute for a member of the board who is absent from the member's place of employment while performing board business shall be reimbursed by the board for the actual amount of any costs incurred. (f) A chairman shall be elected by and from the membership. A member shall be eligible to serve no more than three (3) one (1) year terms in succession as chairman. The executive director shall keep records of proceedings. Regular meetings shall be held at least semiannually on call of the chairman.

(g) To carry out the functions relating to its duties and responsibilities, the board is empowered to receive donations and grants of funds; to appoint consultants as needed; and to sponsor studies, conduct conferences, and publish information.

Effective: July 13, 2004 History: Amended 2004 Ky. Acts ch. 117, sec. 2, effective July 13, 2004. -- Amended 2002 Ky. Acts ch. 288, sec. 3, effective July 15, 2002. -- Amended 2001 Ky. Acts ch. 137, sec. 7, effective June 21, 2001. -- Amended 2000 Ky. Acts ch. 527, sec. 15, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 362, sec. 3, effective July 15, 1998. -- Amended 1997 (1st Extra. Sess.) Ky. Acts ch. 1, sec. 66, effective May 30, 1997. -- Amended 1996 Ky. Acts ch. 107, sec. 1, effective July 15, 1996; and ch.

343, sec. 4, effective July 15, 1996. -- Amended 1994 Ky. Acts ch. 265, sec. 1, effective July 15, 1994; and ch. 470, sec. 1, effective July 15, 1994. -- Created 1990 Ky. Acts ch. 476, Pt. II, sec. 56, effective July 13, 1990. 2002-2004 Budget Reference. See State/Executive Branch Budget, 2003 Ky. Acts ch. 156, pt. I, sec. A, item 25, at 1737; and State/Executive Branch Budget Memorandum, 2003 Ky. Acts ch. 143, at 694 (Final Budget Memorandum, at 276).

## APPENDIX D

### **KRS 161.030 Certification authority -- Assessments of beginning teachers and teachers seeking additional certification -- Conditional certificates -- Temporary certificates -- Internship -- Beginning teacher committee -- Resource teachers.**

(1) Notwithstanding the age of the pupil, the certification of all teachers and other school personnel, in public schools only, is vested in the Education Professional Standards Board. When so certified, teachers and other school personnel shall not be required to have licensure, certification, or other forms of approval from any other state agency for the performance of their respective assignments within the common schools, except as provided for by law. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the administrative regulations of the Education Professional Standards Board. After July 15, 1994, all certificate applications and other data collection instruments of the board shall include a request for voluntary information about the applicant's ethnic background. This information shall be available to help local school districts locate minority candidates. A person who holds a certificate prior to this requirement may request that ethnic information be added to his or her file. Nothing in this section shall preclude the right of an individual in a nonpublic school from seeking voluntary certification by the Education Professional Standards Board.

(2) Certificates shall be issued upon written application and in accordance with statutes and regulations in effect at the time of application to persons who have completed, at colleges, universities, or local school district programs approved by the Education Professional Standards Board for the preparation of teachers and other school personnel, the curricula prescribed by the administrative regulations of the Education Professional Standards Board.

(3)(a) Certification of all new teachers and teachers seeking additional certification shall require the successful completion of appropriate assessments prior to certification. The assessments shall be selected by the Education Professional Standards Board and shall measure knowledge in the specific teaching field of the applicant, including content of the field and teaching of that content. The Education Professional Standards Board shall determine the minimum acceptable level of achievement on each assessment. The assessments shall measure those concepts, ideas, and facts which are being taught in teacher education programs in Kentucky. Upon successful completion of the assessments and the approved teacher preparation program, a certificate valid for one (1) year shall be issued.

(b) If an applicant for teacher certification has completed the approved teacher preparation program and has taken but failed to successfully complete the appropriate assessments selected by the Education Professional Standards Board, a conditional certificate may be issued for a period not to exceed one (1) year. If the employing school district, in collaboration with the teacher education institution, agrees to provide technical assistance and mentoring support to the conditionally certified teacher, the teacher shall retake the assessments during the validity period of the conditional certificate. The conditional certificate shall not be reissued. Upon successful completion of the required assessments, a certificate valid for one (1) year shall be issued and the teacher shall be eligible to participate in the internship program as provided in subsection (5) of this section. The teacher shall not be eligible to participate in the internship program while teaching on the conditional certificate. The Education Professional Standards Board shall promulgate administrative regulations to establish the standards and procedures for issuance of the conditional certificate.

(c) If an out-of-state teacher with less than two (2) years' experience comes to Kentucky after the deadline for taking the assessments, a temporary certificate may be issued for a period up to six (6) months provided the local board cannot fill the vacant position with a certified teacher. The teacher shall take the assessments if they are administered during the period of the temporary certificate. The certificate shall be extended for the remainder of the year if the teacher successfully completes the assessments. If the teacher fails the assessments, the temporary certificate shall be valid only for the current semester.

(4) A reasonable fee to be paid by the teacher and directly related to the actual cost of the administration of the assessments shall be established by the Education Professional Standards Board. Provisions shall be made for persons having less than minimum levels of performance on any assessment to repeat that assessment, and candidates shall be informed of their strengths and weaknesses in the specific performance areas. The Education Professional Standards Board shall provide for confidentiality of the individual assessment scores. Scores shall be available only to the candidate and to the education officials who are responsible for determining whether established certification standards have been met. Scores shall be used only in the assessment for certification of new teachers and of out-of-state teachers with less than two (2) years of teaching experience who are seeking initial certification in Kentucky.

(5) Except as provided in subsection (3)(b) of this section, all new teachers and out-of state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky

**Comment [j1]:** Since this in regulation, can I change this? I mean not the year, but the making a sentence that wasn't there.

shall serve a one (1) year internship. The teacher shall be a full-time employee or shall have an annual contract and serve on at least a half-time basis and shall have supervision, assistance, and assessment during the one (1) year internship. The internship may be served in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association. Successful completion shall be determined by a majority vote of the beginning teacher committee. The internship period shall be counted as experience for the purpose of continuing contract status, retirement eligibility, and benefits for single salary experience increments. Upon successful completion of the beginning teacher program, the one (1) year initial teaching certificate shall be extended for the remainder of the usual duration period established for that particular certificate by Education Professional Standards Board administrative regulations.

(6) The beginning teacher committee shall be composed of three (3) persons who have successfully completed special training in the supervision and assessment of the performance of beginning teachers as provided in subsection (8) of this section, except as provided in paragraph (g) of this subsection. The committee shall consist of a resource teacher, the school principal of the school where the internship is served, and a teacher educator appointed by a state-approved teacher training institution.

(a) If more than two (2) teacher interns are employed in the same school, the principal's responsibility may be shared with an assistant principal who holds certification as a principal.

(b) In unusual situations, the Education Professional Standards Board may permit the assistant principal to serve in lieu of the principal on a beginning teacher committee.

(c) If the teacher training institution is unable to provide a member, the district superintendent shall appoint an instructional supervisor from the school district.

(d) If the intern is teaching in a regionally or nationally accredited nonpublic school without a principal, the person filling the principal member position may have other appropriate qualifications as required by administrative regulations promulgated by the Education Professional Standards Board.

(e) If the teacher training institution is unable to provide a member to serve on the beginning teacher committee in a nonpublic school, the chief officer of the school shall appoint an instructional supervisor or a teacher with like qualifications and responsibilities to serve on the beginning teacher committee in lieu of the teacher educator.

(f) The resource teacher shall be appointed by the Education Professional Standards Board with recommendations from the local school district from a pool of qualified resource teachers, and, any statutes to the contrary notwithstanding and to the extent of available appropriations, shall be entitled to be paid a reasonable stipend by the Education Professional Standards Board for work done outside normal working hours. In the case of a resource teacher in a nonpublic school, payment shall be made directly to the resource teacher by the Education Professional Standards Board. Priority shall be given to resource teachers in the following order, except as provided in paragraph (g) of this subsection:

1. Teachers with the same certification in the same school;
2. Teachers with the same certification in the same district;
3. Teachers in the same school;
4. Teachers in the same district; and
5. Teachers in an adjacent school district.

(g) 1. The resource teacher for an individual pursuing initial certification as a baccalaureate level teacher of exceptional children/communication disorders shall be a master's level teacher of exceptional children/communication disorders, if one is available.

2. If a master's level teacher of exceptional children/communication disorders is not available, the Education Professional Standards Board may allow a licensed speech-language pathologist to serve on the beginning teacher committee in lieu of a resource teacher.

(h) The committee shall meet with the beginning teacher a minimum of three (3) times per year for evaluation and recommendation with all committee members present. In addition, each member of the committee shall observe the beginning teacher in the classroom a minimum of three (3) times per year. If the teacher's first year performance is judged by the committee to be less than satisfactory, the teacher shall be provided with an opportunity to repeat the internship one (1) time if the teacher is employed by a school district.

(7) The resource teacher shall spend a minimum of seventy (70) hours working with the beginning teacher. Twenty (20) of these hours shall be in the classroom setting, and fifty (50) of these hours shall be in consultation other than class time or attending assessment meetings. The resource teacher shall have completed at least four (4) years of successful teaching experience as attested to by his or her immediate supervisor or by having achieved tenure and be able to show evidence of continuing professional development by having achieved a master's degree or its equivalent or the accumulation of two thousand (2,000) hours of continuing professional activities.

(8) By contract with teacher education institutions in the Commonwealth, the Education Professional Standards Board shall provide special training for persons who will be serving on the beginning teacher committees. Completion of special training shall be evidenced by successfully passing the assessments as

prescribed by the Education Professional Standards Board. A principal hired after July 15, 1996, shall be required to complete the beginning teacher committee training program within one (1) year after his or her appointment.

(9) If an applicant establishes eligibility for a one (1) year certificate under the provisions of subsection (3)(a) of this section, but does not become employed on the basis needed to satisfy the one (1) year internship requirement, the applicant shall be eligible for the issuance of a certificate for substitute teaching as provided by the administrative regulations of the Education Professional Standards Board. The applicant shall remain eligible for the one (1) year certificate, as provided in subsection (3)(a) of this section, and for the opportunity to serve the internship for a period of five (5) years after establishing eligibility. If the internship is not completed within the five (5) year period, the applicant must reestablish eligibility by repeating and passing the assessment program in effect for new teachers at that time or by completing a minimum of six (6) graduate hours toward completion of a graduate program required by administrative regulations promulgated by the Education Professional Standards Board. The option for renewal through completion of graduate hours shall be available only for the first reestablishment of eligibility.

(10) The Education Professional Standards Board shall approve the curricula of any college or university, or of any department thereof, for the training of teachers, and any nontraditional or alternative teacher preparation program offered in a public or private postsecondary education institution, private contractor, or state agency, and shall also approve the curricula of any local district alternative certification program, when the curricula comply with the administrative regulations of the Education Professional Standards Board for the issuance of certificates and when the institution has met the terms and conditions provided in KRS 161.010 to 161.120. Any student who has completed any of these curricula, as approved by the Education Professional Standards Board, and who has completed the prescribed requirements for the issuance of certificates shall be granted a certificate corresponding to the curricula completed.

Effective: July 15, 2002 History: Amended 2002 Ky. Acts ch. 288, sec. 1, effective July 15, 2002. -- Amended 2001 Ky. Acts ch. 137, sec. 8, effective June 21, 2001. -- Amended 2000 Ky. Acts ch. 375, sec. 3, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 362, sec. 4, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 343, sec. 5, effective July 15, 1996. -- Amended 1994 Ky. Acts ch. 192, sec. 2, effective July 15, 1994; and ch. 417, sec. 1, effective July 15, 1994. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 57, effective July 13, 1990. -- Amended 1988 Ky. Acts ch. 388, sec. 2, effective July 15, 1988. -- Amended 1986 Ky. Acts ch. 119, sec. 1, effective July 13, 1986. -- Amended 1984 Ky. Acts ch. 396, sec. 1, effective July 13, 1984. -- Amended 1978 Ky. Acts ch. 155, sec. 102, effective June 17, 1978. -- Amended 1972 Ky. Acts ch. 248, sec. 1. -- Amended 1970 Ky. Acts ch. 49, sec. 1. -- Amended 1968 Ky. Acts ch. 152, sec. 117. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. sec. 4502-1.

## APPENDIX E

### **161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.**

(1) The General Assembly hereby finds that:

- (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers.

(b) There are hereby established alternative certification program options as described in subsections (2) through (8) of this section.

(c) It is the intent of the General Assembly that the Educational Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky.

(d) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

(a) The application contains documentation of all education and work experience;

(b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

1. a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; or

b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale

on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and

2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and

(d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

(3) Option 2: Certification through a local district training program. A local district or group of districts may seek approval for a training program. The state-approved local district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local district alternative training program, the candidate shall:

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade point average of two (2) on a four (4) point scale if the candidate has exceptional life experience related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

(b) Pass written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the Education Professional Standards Board. To be eligible to take a subject field test, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board.

(c) Have been offered employment in a school district which has a training program approved by the Education Professional Standards Board.

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

(e) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs.

(4) Option 3: Certification of a professional from a postsecondary institution: A candidate who possesses the following qualifications may receive alternative certification for teaching at any level:

(a) A master's degree or doctoral degree in the academic content area for which certification is sought;

(b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and

(c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

(6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, to a veteran for teaching at the elementary, secondary, and secondary vocational education levels with the following qualifications:

(a) 1. Discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release; or

2. Completed a total of at least ten (10) years of active duty service, ten (10) years of service officially credited toward armed services retirement, or ten (10) years' combination of such service;

(b) At least a bachelor's degree in the content area or closely related area for which certification is sought, issued by a regionally or nationally accredited institution of higher education;

(c) A grade point average of two and five-tenths (2.5) on a four (4) point scale for a bachelor's degree or an advanced degree; and

(d) A passing score on the written exit assessment examination designated by the Education Professional Standards Board for content knowledge.

Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. Upon successful completion of the internship program, the veteran shall receive a regular professional certificate.

(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a post baccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not

participate in the internship program until the student has successfully completed the assessments required by the board. The temporary provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.

(8) Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. This option shall not be limited to teaching in shortage areas.

(a) An individual certified under provisions of this subsection shall be issued a one (1) year temporary provisional teaching certificate, renewable for a maximum of two (2) additional years with approval of the Education Professional Standards Board provided that the candidate:

1. Possesses a bachelor's degree with a declared academic major in the area in which certification is sought and a cumulative grade point average of 3.0 on a 4.0 scale, or a professional or graduate degree in a field related to the area in which certification is sought;

2. Has a minimum score of five hundred (500) on the verbal section and a minimum score of four (4) on the analytical writing section of the Graduate Record Examination (GRE). In addition, teachers of mathematics and physical and biological sciences shall have a minimum score of four hundred fifty (450) on the quantitative section of the GRE. A candidate who has a professional degree shall be exempt from the requirements of this subparagraph; and

3. Passes written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the board.

(b) Prior to receiving the temporary provisional certificate or during the first year of the certificate, the teacher shall complete the following:

1. For elementary teaching, the individual shall successfully complete the equivalent of a two hundred forty (240) hour institute, based on six (6) hour days for eight (8) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

2. For middle and secondary teaching, the individual shall successfully complete the equivalent of a one hundred eighty (180) hour institute, based on six (6) hour days for six (6) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board and shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

(c) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship program, the candidate shall receive a regular professional certificate.

(9) A public school teacher certified under subsections (2) to (8) of this section shall be placed on the local district salary schedule for the rank corresponding to the degree held by the teacher.

(10) Veterans who were discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release, and who have at least four (4) years of occupational experience in the area in which they seek certification as a vocational industrial education teacher, shall apply for certification under and meet the requirements of the administrative regulations promulgated by the Education Professional Standards Board.

(11) Subsections (1) to (3) of this section notwithstanding, a candidate who possesses the following qualifications may receive certification for teaching programs for exceptional students:

- (a) An out-of-state license to teach exceptional students;
- (b) A bachelor's or master's degree in the certification area or closely related area for which certification is sought; and
- (c) Successful completion of the teacher internship requirement required under KRS 161.030.

(12) A teacher who is fully certified in Kentucky and who is seeking an additional certification is not required to repeat the Kentucky teacher internship program.

(13) Under KRS 161.030(5), a candidate for alternative certification may serve his or her internship in a nonpublic school.

**Effective:** July 15, 2008

**History:** Amended 2008 Ky. Acts ch. 177, sec. 1, effective July 15, 2008. -- Amended 2005 Ky. Acts ch. 111, sec. 2, effective June 20, 2005. -- Amended 2004 Ky. Acts ch. 117, sec. 3, effective July 13, 2004. -- Amended 2000 Ky. Acts ch. 161, sec. 1, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 514, sec. 8, effective July 15, 1998; and ch. 589, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts Page 6 of 6 ch. 137, sec. 1, effective July 15, 1996; and ch. 343, sec. 6, effective July 15, 1996. -- Created 1990 Ky. Acts ch. 476, Pt. II, sec. 58, effective July 13, 1990.

## **APPENDIX F**

### **KRS 161.1221 Out-of-field teaching.**

- (1) The Education Professional Standards Board shall define "out-of-field" teaching and inform all local school districts of the definition.
- (2) By November 15 of each year, the Education Professional Standards Board shall identify every teacher assigned classes out-of-field in the current school year and shall inform the Kentucky Department of Education.
- (3) The Kentucky Department of Education shall provide to each school district a summary of the teachers identified as teaching out-of-field and give the district opportunity to correct the situation during the year. No teacher shall be reduced in salary due to being involuntarily moved out-of-field or being hired into a position out of his or her field. Emergency certification shall not be a valid reason for reducing any certified teacher's salary.

Effective: June 20, 2005 History: Amended 2005 Ky. Acts ch. 111, sec. 3, effective June 20, 2005. -- Amended 2004 Ky. Acts ch. 117, sec. 4, effective July 13, 2004. -- Created 2000 Ky. Acts ch. 527, sec. 6, effective July 14, 2000.

## APPENDIX G

### 16 KAR 7:010 Kentucky Teacher Internship Program

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

Section 1. Definitions. (1) "Confirmation of Employment" means the electronic document or a hardcopy of the same name that is submitted to the Education Professional Standards Board by the employing school district or nonpublic school to document employment of a teacher intern.

(2) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

(3) "Instructional day" means a day that:

(a) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(4) "Resource Teacher Time Sheet" means the electronic document or a hardcopy of the same name that is submitted to the Education Professional Standards Board and is used by resource teachers to record in-class hours and, for compensation, resource teacher out-of-class hours.

(5) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation.

(a)1. The teacher intern shall successfully complete a KTIP Teacher Performance Assessment.

2. The assessment shall be organized according to three cycles of the internship year and shall be a set of twelve (12) teaching tasks designed to provide interns the opportunity to demonstrate performance of the Kentucky Teacher Standards established by the Education Professional Standards Board in 16 KAR 1:010.

(b) The twelve (12) teaching tasks shall be grouped into three (3) components as follows:

1. Component I: Classroom Teaching, which shall include:

a. Task A-1: Teaching and Learning Context;

b. Task A-2: Lesson Plan;

c. Task B: Classroom Observation; and

d. Task C: Lesson Analysis and Reflection;

2. Component II: Professional Responsibilities, which shall include:

a. Task D: Collaborate to Address Special Learning Needs;

b. Task E: Assess and Manage Professional Growth; and

c. Task F: Leadership; and

3. Component III: Instructional Unit, which shall include:

a. Task G: Designing the Instructional Unit;

b. Task H: The Assessment Plan;

c. Task I: Designing Instructional Strategies and Activities;

d. Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of Instruction; and

e. Task J-2: Communication and Follow-Up.

(2) In arriving at its professional judgment, the beginning teacher committee shall utilize the scoring rubrics contained within the KTIP Intern Performance Record, and take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the teacher intern of progress toward demonstration of the applicable standards; and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the Kentucky Teacher Standards established by the Education Professional Standards Board in 16 KAR 1:010. Teacher Interns and their committees shall use the indicators for each standard as outlined in the KTIP Intern Performance Record.

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions shall consult the Education Professional Standards Board with respect to the school districts and the geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than thirty (30) days after being notified by the district or nonpublic school of the need for a teacher educator. If the teacher intern is employed after the date required to submit the Confirmation of Employment in accordance with Section 4(3)(a) of this administrative regulation, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district or nonpublic school of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

(a) The facts and circumstances that form the basis for removal for cause; and

(b) The name of a qualified replacement submitted after consultation with the principal of the employing school and the Kentucky Teacher Internship Program university and district coordinators for that school district.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year.

(a) If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate.

(b) The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable:

1. Within thirty (30) days from the date of hire or on or before October 15, whichever occurs first, for a teacher intern participating in the internship for the fall semester or full-year; or

2. Within thirty (30) days from the date of hire or On or before February 15, whichever comes first, for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district or employing school fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district or employing school shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to submit the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a), (b), or (c) of this subsection shall:

1. Be a violation of KRS 161.020; and

2. Result in the number of days the teacher intern taught without a valid certificate being included in the out of field report submitted to the Commissioner of the Department of Education in accordance with KRS 161.1221.

(4) A teacher intern may participate in the internship if the intern is teaching in the intern's area of certification on at least a half-time basis. A school district or nonpublic school offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board staff for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how the part-time employment offered by the district or nonpublic school is commensurate with the half-time basis requirement of this administrative regulation.

(5)(a) Termination or resignation of the internship shall be prohibited unless a written resignation detailing the facts surrounding the resignation is received and approved by:

1. The superintendent or designated nonpublic school head or leader; and

2. The Education Professional Standards Board staff.

(b) A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board staff shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern. An internship shall not be established in a classroom designated as an alternative school, classroom or program unless the district superintendent or designated nonpublic school head or leader submits a written request for a waiver to the staff of the Education Professional Standards Board. The request shall include the following:

- (a) The type of students that attend the alternative school, classroom or program;
  - (b) The student selection and placement process;
  - (c) The level of support for students and faculty provided by the district or nonpublic school;
  - (d) The degree of administrative support within the school, classroom, or program;
  - (e) The location and facility that houses the school, classroom, or program;
  - (f) The instructional resources available to the faculty;
  - (g) The curriculum used by the school, classroom, or program;
  - (h) The manner in which the school, classroom, or program collaborates with other schools within the district;
  - (i) The current faculty and staff positions assigned to the school, classroom, or program;
  - (j) A brief description of how a teacher intern placed in the alternative school, classroom, or program could demonstrate that the teacher intern has met all of the applicable standards;
  - (k) Contact information for an individual who could provide additional information about the request; and
  - (l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.
- (7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that:
- (a) The level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a nonalternative setting; and
  - (b) The intern assigned to the alternative school, classroom, or program shall be provided the opportunity to successfully demonstrate all Kentucky Teacher Standards.
- (8) If the waiver is granted, it shall remain in effect for the duration of the internship.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

- (a) 1. Make three (3) official observation visits to the teacher intern's classroom with each observation lasting one (1) hour in duration or one (1) class period; or
  2. Make two (2) one (1) hour or one (1) class period observation visits followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson;
  - (b) Conduct a lesson plan review prior to each of the three (3) observations and a postobservation conference after each observation;
  - (c) Report progress observed and concerns to the committee at the scheduled committee meetings;
  - (d) Monitor the time that the resource teacher spends with the teacher intern both in and out of class and sign the electronic version of the resource teacher time sheets or the hard copy of the resource teacher time sheets if the electronic reporting system is unavailable; and
  - (e) Ensure that all program policies and procedures are followed.
- (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship.
- (a) The resource teacher, upon completion of Kentucky Teacher Internship Program Committee Training and upon appointment, shall begin to assist the teacher intern.
  - (b) The resource teacher shall spend the required amount of hours working with the teacher intern in the classroom setting as specified in KRS 161.030(7).
1. As a portion of the hours, the resource teacher shall conduct:
    - a. Three (3) official observations with each observation lasting one (1) hour in duration or one (1) class period; or
    - b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson.
  2. The observations shall be preceded by a preobservation conference and lesson plan review and shall be concluded with a post observation conference.
  - (c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:
    1. Assist the teacher intern in the development of the professional growth plan;
    2. Assist the teacher intern in areas identified in the professional growth plan;
    3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
    4. Assist the intern in arranging to attend seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;
    5. Continually assess the teacher intern's progress in the internship in relation to each of the Kentucky Teacher Standards;

6. Provide the opportunity for the intern to receive mentoring in a collaborative setting if the collaboration meets the needs of the intern as defined in the professional growth plan. Mentoring in a collaborative setting shall be documented on the Resource Teacher Time Sheet; and

7. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable.

(d) The resource teacher shall divide the consultation time required in paragraphs (b) and (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the internship. The resource teacher shall not spend this required consultation time with the teacher intern at required in-school or district-wide meetings, or any other activity for which the resource teacher receives compensation from the district or employing school, to include a professional development activity.

(3) The teacher intern shall:

(a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the Kentucky Teacher Standards;

(b) Attend the orientation, pre-observation, and post-observation conferences with individual committee members, and all beginning teacher committee meetings;

(c) Participate with the resource teacher in consultation time to be spent outside of an instructional setting in the amount of time specified in KRS 161.030;

(d) Cooperate with the resource teacher in completing the instructional observations;

(e) Complete a professional growth plan (PGP);

(f) Prepare for three (3) official one (1) hour observations by each committee member during the internship, including submitting a written lesson plan to the observer in a timely fashion prior to each visit. Each observation shall be one (1) hour in duration or one (1) class period;

(g) Develop documentary evidence of progress toward demonstration of the applicable standards for presentation and review at committee meetings; and

(h) Review all electronic documents completed by the beginning teacher committee and affix an electronic signature if required. If the electronic version of a document is unavailable through the electronic reporting system, the teacher intern shall review and sign a hard copy version of the document.

(4) The teacher educator shall:

(a) 1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or

2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson;

(b) Conduct a lesson plan review prior to each of the three (3) observations and a postobservation conference after each observation; and

(c) Report progress observed and concerns to the committee at the scheduled committee meetings.

(5) Observations and committee meetings shall be scheduled in accordance with the following:

(a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;

(b) The classroom observations by all committee members shall occur prior to the corresponding committee meeting;

(c) The classroom observations and second committee meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting;

(d) The classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting; and

(e) The taping and reviews of the video or classroom observations and fourth committee meeting shall be held between 111 and 140 instructional days following the orientation meeting.

(6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (5) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) consecutive school years.

(7)(a) Classroom observations conducted by committee members shall be:

1. Of at least one (1) hour or one (1) class period in duration; and

2. In the classroom or at the work station of the teacher intern.

(b) Additional classroom observations may be conducted at the option of the committee.

(c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.

(8) All members of the committee shall attend all four (4) meetings of the committee.

(9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:

(a) Expectations on the part of the teacher intern and each committee member;

(b) Procedures and materials for classroom observations;

(c) Use of classroom observation data in designing the teacher intern's professional growth plan;

(d) Requirements for the teacher intern for compiling documentary evidence of progress toward demonstration of the applicable standards;

(e) General schedule for the events to take place during the internship program; and

(f) Work of the resource teacher with the teacher intern.

(10)(a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the teacher intern's documented evidence of progress toward demonstration of the applicable standards, and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the Kentucky Teacher Standards.

(11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all Kentucky Teacher Standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1)(a) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first.

(b) For teacher interns completing the internship in December, the final report shall be submitted by December 15.

(c) If a teacher intern's performance is judged by the committee to be unsuccessful, the school district or employing school shall submit the following documentation to the Education Professional Standards Board by the deadlines established in paragraphs (a) and (b) of this subsection:

1. Record of Teacher Internship Year;
2. Resource Teacher Time Sheets;
3. All Teacher Performance Assessment documents created in compliance with Section 2 of this administrative regulation;
4. School Calendar;
5. Video if available;
6. Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher intern if available; and
7. The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record.

(d) All materials submitted shall become the property of the Education Professional Standards Board and shall not be returned to the teacher intern.

(2) Failure to meet the deadlines established in subsection (1) of this section may warrant action against the District Superintendent's or employing school head or leader's certification.

(3) If a teacher intern's performance is judged by the committee to be unsatisfactory, the teacher intern shall have the opportunity to repeat the internship during one (1) additional school year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher intern does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(4)(a) If the teacher intern is unable to complete the internship within one (1) school year in accordance with the requirements of Section 5 of this administrative regulation, an interim report shall be submitted to the EPSB through the electronic system, or by hard copy if the electronic system is unavailable within ten (10) days of the date the internship ceases.

(b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern may continue the internship during a subsequent school year if employed in a public or nonpublic accredited school. Extraordinary circumstances shall include:

1. Serious medical conditions;
2. Temporary disability; or
3. Military deployment.

(c) The provisions of Section 4(1)(a) or (b) of this administrative regulation shall not apply if the EPSB approves the request for an exception based on extraordinary circumstances in this situation.

Section 7. Payments to Committee Members. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a resource teacher to each teacher intern.

(2) A resource teacher shall:

- (a) Not serve as a resource teacher for more than two (2) teacher interns concurrently; and
- (b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Contingent upon funding, the Education Professional Standards Board shall provide a stipend in an amount not to exceed \$1,400 per teacher intern to each resource teacher as compensation for out-of-class time spent with the teacher intern.

(b) The stipend shall be prorated if the required number of hours are not performed and documented pursuant to the requirements of Section 5(2) of this administrative regulation.

(c) The stipend shall be disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship.

1. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district.
2. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

Section 8. Appeals. (1)(a) If a Beginning Teacher Committee finds that a teacher intern was unsuccessful, the Education Professional Standards Board shall notify the teacher intern by certified mail to the last known address of the teacher intern.

(b) To appeal the decision, the teacher intern shall file a written notice of appeal within thirty (30) calendar days of the date the written notice of finding of unsuccessful completion of the internship is received by the teacher intern. If the

teacher intern fails to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail, the teacher intern shall file a written notice of appeal within thirty-five (35) days of the date the notice is mailed to the teacher intern's last known address.

(c) If a written notice of appeal is not received within the timeline established in paragraph (b) of this subsection, the Beginning Teacher Committee's decision shall be final.

(2)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;
2. One (1) principal;
3. One (1) teacher educator; and
4. The Executive Director of the Educational Professional Standards Board, or his or her designee.

(b) The appeals committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky Teacher Standards;
2. Appropriate documentation of the instructional setting and outside normal working hours spent by the resource teacher in assisting the teacher intern as specified in KRS 161.030(7);
3. Assignment of beginning teacher committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and resource teacher time sheets; and
5. Agreement between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, the teacher performance assessment, and the final decision of the committee.

(4) The appeals committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(5) If the decision of the beginning teacher committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the teacher intern.

(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Internship, unless:

(a) The teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to maintain a current address with the Education Professional Standards Board, or refuses to claim the certified mail, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 9. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 10. A teacher intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards as adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record.

Section 11. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) "Confirmation of Employment", November 2004;
- (b) "KTIP Intern Performance Record", March 2008;
- (c) "KTIP IECE Intern Performance Record", March 2008;
- (d) "Record of Teacher Internship Year", March 2008; and
- (e) "Resource Teacher Time Sheet", March 2008.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff. 8-15-01; Recodified from 704 KAR 20:690, 7-2-02; 30 Ky.R. 372; 902; 1198; eff. 12-1-03; 31

Ky.R. 1868; 32 Ky.R. 40; eff. 8-29-05; 33 Ky.R. 843; 1277; eff. 12-1-06; 34 Ky.R. 2413; 35 Ky.R. 11; eff.8-1-2008; 36 Ky.R. 630; 998; eff. 11-9-2009.)

## APPENDIX H

### 16 KAR 2:040 Interdisciplinary Early childhood Education, birth to primary

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate. This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary; the teacher standards; and the standards for approval of a program leading to this certificate.

Section 1. Definitions. (1) "Culturally diverse" means the wide range of differences among individuals that result from cultural and ethnic backgrounds, socioeconomic status, gender, personality traits, physical abilities and disabilities, and the interaction of factors of variability.

(2) "Family-centered services" means services in which family needs and desires determine all aspects of service delivery and resource provisions that promote family decision-making capabilities and competencies.

(3) "Interdisciplinary" means a preparation program combining early childhood and early childhood special education.

(4) "Teacher performance standard" means a set of teaching and managing tasks that an early childhood educator shall be able to demonstrate in early childhood programs.

Section 2. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be issued to an applicant who has completed:

(a) A bachelor's degree and the approved program of preparation for this certificate as described in Sections 7, 8, and 9 of this administrative regulation at a teacher education institution approved by the Education Professional Standards Board with

1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or

2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) The approved written assessments established in subsection (2) of this section and 16 KAR 6:010; and

(c) The Kentucky Teacher Internship Program established in subsection (3) of this section and 16 KAR 7:010.

(2)(a) In order to satisfy the testing prerequisites for teacher certification as required by KRS 161.030, the applicant shall score at least 150, the minimum passing score, on the Kentucky test of interdisciplinary early childhood.

(b) The assessment shall be waived for an out-of-state teacher who has two (2) or more years of successful experience in a position teaching children from birth to entry into the primary program on at least a half-time basis and whose preparation corresponds to the interdisciplinary early childhood education outlined in this administrative regulation.

(3)(a) The Education Professional Standards Board shall issue the one (1) year provisional certificate for the Kentucky Teacher Internship Program established in KRS 161.030 and 16 KAR 7:010 upon the applicant's confirmation of employment in a position teaching children from birth to entry into a primary program on at least a half-time basis in a school which meets the criteria identified in KRS 161.030.

(b) A teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial certificate for interdisciplinary early childhood education or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again for issuance of the professional certificate for interdisciplinary early childhood education, birth to primary.

(4) To apply for the professional certificate for interdisciplinary early childhood education, birth to primary, an applicant shall submit a completed Form TC-1 to the Education Professional Standards Board.

Section 3. The professional certificate for interdisciplinary early childhood education, birth to primary, shall be issued and renewed in accordance with the provisions of KRS 161.030, 16 KAR 2:010, and 16 KAR Chapter 4.

Section 4. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be valid for teaching children from birth to entry into the primary program, including teaching children in kindergarten or another program for five (5) year old children if the program is operated separately from the primary program.

(2) A person holding this certificate shall serve as a primary developer and implementer of an individual program for children with or without disabilities including an individual education plan (IEP) and individual family service plan (IFSP) with consultation and support from a specialist according to the needs of the child.

Section 5. (1) A teacher serving in a position identified in Section 4 of this administrative regulation as an early childhood teacher during the 1998-99, 1999-2000, 2000-2001, or 2001-2002 school year in a district with an approved preschool program shall:

(a) Submit a completed Form TC-1-APP to the Education Professional Standards Board; and

(b) Be eligible to continue serving in the same position without additional certification.

(2) Upon application to the Education Professional Standards Board, a teacher shall receive an approval letter certifying eligibility.

Section 6. A teacher preparation institution offering an approved program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall establish an assessment system to judge the performance of a candidate on the teacher performance standards identified for this certificate.

Section 7. Standards for Program of Preparation. In order to receive approval of the Education Professional Standards Board, a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall meet the following standards:

(1) The program shall be designed to prepare candidates to teach and manage tasks as identified in the teacher standards established in Section 9 of this administrative regulation and as required in the New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood, Birth to Primary - Standards with Criteria and Preamble;

(2) The program shall include a system of continuous assessment to evaluate a candidate's progress and level of attainment on the teacher standards. The assessments shall include performance on authentic teaching and managing tasks in settings that are inclusive of children across abilities and contexts. Candidates shall be evaluated by paper and pencil tests and authentic assessments of performance;

(3) The program shall ensure that candidates from culturally diverse backgrounds are recruited and retained in the program;

(4) The program shall provide the candidate with knowledge and experiences to perform teaching and managing tasks identified in the teacher standards with children from culturally diverse backgrounds;

(5) The program shall include a student teaching experience, which shall be supervised by a teacher who has a:

(a) Letter certifying eligibility to continue teaching in an interdisciplinary early childhood position; or

(b) Rank II certification with emphasis in early childhood and three (3) years of teaching experience;

(6) The program shall be based on:

(a) The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation; and

(b) The Council for Exceptional Children (CEC) content standards for:

1. Beginning special education teachers of early childhood students set out in CEC Content Standards for All Beginning Special Education Teachers; and

2. Beginning special education teacher common core set out in CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students; and

(7) The program shall adhere to the program guidelines established in 16 KAR 5:010.

Section 8. Application for Program Approval. (1) A teacher education institution that proposes to offer a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall make application for approval to the Education Professional Standards Board. The application for approval shall include a program description including the following:

(a) Program outcomes that include teacher standards for interdisciplinary early childhood education;

(b) Program components that provide a list of coursework, clinical and field experiences, and student teaching related to general education, interdisciplinary specialty studies, and professional studies;

(c) A list of faculty responsible for and involved with the conduct of the specific program and their qualifications;

(d) A description of student admission and retention policies and procedures that are specific to this program;

(e) A description of the system of continuous assessment of teacher standards; and

(f) Adherence with the program approval guidelines established in 16 KAR 5:010.

(2) An institution may receive interim program approval for a one (1) year period that may be extended for one (1) additional year while the institution develops the assessments required by Section 7(2) of this administrative regulation. By the end of the period of interim approval, the institution shall apply for full approval to the Education Professional Standards Board.

Section 9. Teacher Standards. (1) Teacher Standard I. The interdisciplinary early childhood education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(2) Teacher Standard II. The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(3) Teacher Standard III. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(4) Teacher Standard IV. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

(5) Teacher Standard V. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(6) Teacher Standard VI. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(7) Teacher Standard VII. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve the educator's performance.

(8) Teacher Standard VIII. The IECE educator supports families through family-centered services that promote independence and self-determination.

(9) Teacher Standard IX. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Section 10. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Form TC-1, rev. 10/02, Education Professional Standards Board;

(b) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education, Birth to Primary - Standards with Criteria and Preamble", September 2002, Education Professional Standards Board;

(c) Form TC-1-APP, Application for Kentucky Certification or Change in Salary Rank, April 2001;

(d) NAEYC Standards for Early Childhood Professional Preparation, 2001;

(e) CEC Content Standards for All Beginning Special Education Teachers, 2001; and

(f) CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students, 2001.

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## APPENDIX I

### 16 KAR 2:010 Kentucky Teaching Certificate

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Kentucky teacher standards" means the standards established in 16 KAR 1:010 that identify what a Kentucky teacher shall know and be able to do.

(8) "Major" means an academic area of concentration consisting of at least thirty (30) hours of coursework.

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(10) "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(11) "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area that can be taught under this limited certificate.

(12) "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching certificate shall be issued to an applicant who has successfully completed:

(a) 1. At least a bachelor's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

2. As required by Section 4(2)(g)6 or (4)(e) of this administrative regulation, a master's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.

(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.

Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require completion of a fifth-year program of preparation which is consistent with:

(a) The Kentucky teacher standards established in 16 KAR 1:010; or

(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation in KAR Title 16.

(2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

- (3) The second five (5) year renewal shall require:
- (a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or
  - (b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.
  - (4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

- (a) The Kentucky teacher standards established in 16 KAR 1:010;
- (b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and
- (c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

- (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;
- (b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (6) is housed with grade (5) in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c) 1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1) major to be selected from:

- a. English and communications;
- b. Mathematics;
- c. Science; or
- d. Social studies;

2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school teaching fields to be selected from:

- a. English and communications;
- b. Mathematics;
- c. Science; or
- d. Social studies;

3. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following majors:

- 1. English;
- 2. Mathematics;
- 3. Social studies;
- 4. Biology;
- 5. Chemistry;
- 6. Physics; or
- 7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following majors:

- 1. Agriculture;
- 2. Business and marketing education;
- 3. Family and consumer science;
- 4. Industrial education; or
- 5. Technology education;

(f) All grade levels with one (1) or more of the following specialties:

- 1. Art;
- 2. A foreign language;
- 3. Health;
- 4. Physical education;
- 5. Integrated music;
- 6. Vocal music;
- 7. Instrumental music; or
- 8. School media librarian; or

(g) Grades primary through twelve (12) for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one (1) or more of the following disabilities:

- 1. Learning and behavior disorders;
- 2. Moderate and severe disabilities;
- 3. Hearing impaired;
- 4. Hearing impaired with sign proficiency;
- 5. Visually impaired;

6. Communication disorders, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a master's degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

7. Communication disorders - SLPA only, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a baccalaureate degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 3.

(3) A restricted base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

- (a) Psychology, grades 8-12;
- (b) Sociology, grades eight (8) through twelve (12);
- (c) Journalism, grades eight (8) through twelve (12);
- (d) Speech/media communications, grades eight (8) through twelve (12);
- (e) Theater, primary through grade twelve (12);
- (f) Dance, primary through grade twelve (12);
- (g) Computer information systems, primary through grade twelve (12); or
- (h) English as a second language, primary through grade twelve (12).

(4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

- (a) Computer science, grades eight (8) through twelve (12);
- (b) English as second language, primary through grade twelve (12);
- (c) Gifted education, primary through grade twelve (12);
- (d) Driver education, grades eight (8) through twelve (12);
- (e) Reading and writing which shall require a master's degree in reading, primary through grade twelve (12);
- (f) Instructional computer technology, primary through grade twelve (12);
- (g) Teacher Leader, all grades;
- (h) Other instructional services - school safety, primary through grade twelve (12);
- (i) Other instructional services - environmental education, primary through grade twelve (12);
- (j) Other instructional services - school nutrition, primary through grade twelve (12). The endorsement for school

nutrition shall be obtained by either:

- 1. Completion of the requirements of Section 5(2) of this administrative regulation; or
- 2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the American School Food Service Association (ASFSa); or
- (k) Learning and behavior disorders, grades eight (8) through twelve (12).

1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and

2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades eight (8) through twelve (12).

Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:

- (a) A valid base or restricted base certificate, including a statement of eligibility;
- (b) Successful completion of the applicable assessments; and
- (c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.

(2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:

- (a) A valid base or restricted base certificate, including a statement of eligibility;
- (b) Successful completion of the applicable assessments; and
- (c) Recommendation from an approved preparation program.

(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., a professionally-certified teacher may add a certificate endorsement or extension if the teacher meets the requirements established in paragraph (b) of this subsection.

(b) A certificate extension or certificate endorsement shall be issued if an educator submits a completed application and meets the following requirements:

- 1. A valid Kentucky professional teaching certificate;
- 2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;
- 3. Successful completion of the applicable content assessments; and
- 4. Either:
  - a. A declared major in the area of certification being sought; or
  - b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the index contained within the application form, TC-HQ. Coursework shall be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

(4) If a teacher currently holds a professional certificate in the secondary grades, eight (8) through twelve (12), and applies for a certificate extension or endorsement in the same content area for middle school grades five (5) through nine (9), the teacher shall not be required to complete the content assessment.

Section 6. A candidate pursuing certification via an alternative route to certification shall receive the same certificates delineated in Section 4 of this administrative regulation following completion of the appropriate requirements specific to each alternative route.

Section 7. Application for certification or additional certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and

(b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (21 Ky.R. 212; Am. 949; eff. 10-6-94; 23 Ky.R. 1017; eff. 10-3-96; 24 Ky.R. 404; 892; eff. 10-2-97; 2426; 25 Ky.R. 76; eff. 7-13-98; 26 Ky.R. 442; 749; eff. 10-11-99; 27 Ky.R. 1877; 2442; eff. 3-19-2001; 28 Ky.R. 2073; 2344; eff. 5-16-2002; recodified from 704 KAR 20:670, 7-2-2002; 30 Ky.R. 2315; 31 Ky.R. 20 eff. 8-6-04; 33 Ky.R. 823; 1266; eff. 12-1-06; 34 Ky.R. 1079; 1687; eff. 2-1-2008.)

## APPENDIX J

### 16 KAR 2:140 Probationary certificate for teachers of children, birth to primary

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires that a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate. This administrative regulation establishes a plan for recruiting qualified individuals into positions for teachers of children ages birth to primary age.

Section 1. Definition. "Qualified teacher" means a teacher who holds an interdisciplinary early childhood education certificate or who has received an approval identified in 16 KAR 2:040, Section 5.

Section 2. If a qualified teacher is not available for the position as teacher of children birth to primary age, as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year probationary interdisciplinary early childhood education certificate be issued as provided in this administrative regulation.

(1) A prerequisite for a one (1) year probationary interdisciplinary early childhood education certificate for teaching children, birth to primary age, shall be:

(a) A certificate or statement of eligibility in kindergarten or elementary special education;

(b) A baccalaureate or advanced degree in early childhood education, early childhood special education, or child development with:

1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or

2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

(c) A certificate in another area, if the applicant has had one (1) year of teaching children birth through age five (5) years.

(2) The applicant shall have:

(a) Enrolled in an approved preparation program for certification in interdisciplinary early childhood education established in 16 KAR 2:040; and

(b) Completed a minimum of nine (9) semester hours of credit in the development of children below primary age or in special education.

(3) The requirements established in subsection (2) of this section shall be verified by submission of a curriculum contract completed by the teacher education institution with an approved interdisciplinary early childhood education preparation program.

(4) The applicant shall complete twelve (12) clock hours of training established by the Kentucky Department of Education prior to employment.

(5) The applicant shall complete an additional six (6) clock hours of training established by the Kentucky Department of Education within the first three (3) months of employment.

(6) To apply for the probationary interdisciplinary early childhood education certificate, the applicant shall submit a completed Form TC-BP to the Education Professional Standards Board.

Section 3. Requirements for Renewal of a Probationary Interdisciplinary Early Childhood Education Certificate. (1) The first renewal of the probationary interdisciplinary early childhood education certificate shall be for one (1) year based upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school as a teacher of children ages birth to primary;

(b) Completion of at least six (6) semester hours or its equivalent from the approved interdisciplinary early childhood education preparation program as indicated on the teacher's curriculum contract; and

(c) Successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010. A teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial probationary certificate or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the probationary certificate.

(2)(a) Subsequent one (1) year renewals of the probationary interdisciplinary early childhood education certificate shall require at least six (6) semester hours or its equivalent of additional credit from the approved interdisciplinary early childhood education preparation program as indicated on the teacher's curriculum contract.

(b) The total validity period of the probationary certificate for interdisciplinary early education shall not exceed three (3) years in compliance with the No Child Left Behind Act of 2001, 20 U.S.C. 7801(23) and 34 C.F.R. 200.56.

(3) Upon successful completion of all program requirements for the approved interdisciplinary early childhood education preparation program established in 16 KAR 2:040, including successful completion of all required assessments

established in 16 KAR 6:010, a professional certificate for interdisciplinary early childhood education, birth to primary, valid for five (5) years shall be issued.

(4) Program requirements for completion of the interdisciplinary early childhood education preparation program while serving on the probationary certificate established in this administrative regulation shall not include student teaching.

Section 4. Incorporation by Reference. (1) Form TC-BP, rev. 10/02, Education Professional Standards Board, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (24 Ky.R. 2481; Am. 25 Ky.R. 76; eff. 7-13-98; 2204; 2569; eff. 5-3-99; recodified from 704 KAR 20:082, 7-2-2002; 29 Ky.R. 1860, 2271; eff. 3-19-03; 33 Ky.R. 828; 1269; eff. 12-1-06.)